# Chamberlayne Junior College

## A History

by Ione Malloy

**CHAMBERLAYNE JUNIOR COLLEGE**

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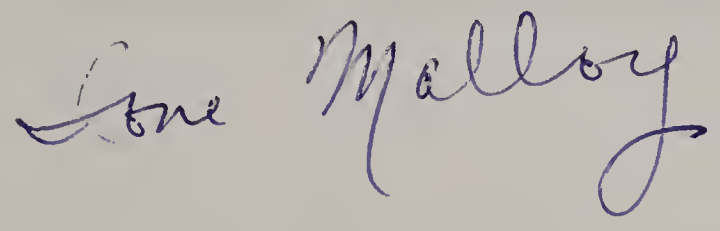

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The prevailing idea of Chamberlayne Junior College is to provide an environment designed to aid its students in their effort to accumulate and develop the characteristics of a good and worthy member of society, but, as a specialized kind of educational institution, to instruct and train them in certain designated and specific occupational areas.

--- Matthew J. Malloy, Notes

I have been asked to say, in a few words, what a college education ought to mean in your life or in mine.

A friend of mine was asked the same question and this was his answer: "Well, it was said of the fourth Earl Grey that he lighted many fires in cold rooms. In such a spirit, it seems to me, Earl Grey lived the meaning of a college education."

I fully agree.

--- Matthew J. Malloy, *Commonwealth* yearbook, 1967

Matthew Joseph Malloy
President, STRATFORD SCHOOL, 1937-1951
President, CHAMBERLAYNE SCHOOL AND CHAMBERLAYNE JUNIOR COLLEGE,
1947-1987

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## PREFACE

When my father, Matthew J. Malloy, accepted the presidency of Chamberlayne Junior College in 1947, he was already president of Stratford School, a successful private business school which he had founded ten years earlier at 128 Commonwealth Avenue in the Back Bay section of Boston. By then Chamberlayne had been defunct for several years. Nevertheless he undertook the time-consuming and costly merger of the career-oriented programs of Stratford School with the old Chamberlayne curriculum because Chamberlayne was a chartered junior college. With a junior college charter he hoped to have greater opportunity to build a dynamic institution that responded to the economic and social conditions of the twentieth century. He devoted his lifetime to that goal.

When he first moved to the Back Bay in 1937, Matthew Malloy was a newcomer, but not a stranger, to the area. As a boy, while still a student at the Boston Latin School, he had worked part-time as a waiter in the exclusive Tennis and Racquet Club for men on Boylston Street, one of that class of Boston clubs that had separate entrances: one for members only, another for guests.

The Back Bay in the early twentieth century of Matthew Malloy's youth was peopled by a society for whom success was achieved, according to the novelist John P. Marquand, by being born in the Back Bay, graduated from Harvard College, and buried in Mount Auburn Cemetery. The needs of these "elect monied families," as well as the upkeep of their townhouses, were tended to by six or seven servants, and maybe a butler.

"But World War I ended that world as those people knew it," Matthew Malloy said. "World War I was the beginning of the industrialization of the people in this country. A

maid who had been working for twenty dollars a month, seven days a week, with a little time off on Sunday afternoon got a job in a factory, working on war materials, even bullets. She could start at seven-thirty or eight in the morning and be through by five. *And* she worked only five days a week maybe, and certainly not more than six. Even though some of those jobs disappeared at the end of the war, those girls had learned how to make a living producing something. At the end of the war, they weren't going back to their service jobs, running around with a little apron on, answering the bell for some lady. What World War I began, World War II finished."

A survivor from that period, whom Matthew Malloy recalled with evident pleasure, was Samuel Hooper Hooper, a founder of the Tennis and Racquet Club. An investment banker, he had lost money in the stock market crash of 1929. Subsequently he established Hooper Hooper, a wine and liquor shop on Boylston Street in the Back Bay. Matthew Malloy recalled him, walking along Commonwealth Avenue, in spats and carrying a walking stick. The epitome of the Proper Bostonian, he led the Cotillion at the Copley Plaza Hotel for years. He died in 1957 at the age of eighty-nine. Father pronounced the name "Sam Hooper Hooper" like a mantra, synonymous with courage and panache.

President Matthew Malloy has a voice in this history because I have drawn from his abbreviated and incomplete manuscript history of Chamberlayne. It was, for instance, in his story of Stratford School that I discovered his awareness of how "incredibly clever and swift" the Malloy children became in the manipulation of promotional mail pieces. From the beginning he wrote all the promotional literature for Stratford and Chamberlayne. "He's the best," a smiling salesman once told me. Family involvement in the mailing process ended in 1959; that summer Nancy, the youngest and a teenager, operated an IBM 402 tabulator,

addressing mail pieces in the automatic data-processing laboratory at Chamberlayne.

I have also, in places, quoted from President Malloy's recollections, which were taped by his son George in 1984, the year following the death on April 27, 1983, of Matthew's wife, Ione. In many cases I have quoted President Malloy's informal language, especially because his spoken word, as recorded, suggests the color and vibrancy of his everyday language.

As a toddler, Matthew was able to read. As an adult, he could read a page at a glance. Reading was his recreation; story-telling, his gift.

One of his stories I liked was a parson's sermon, entitled "The Expulsive Force of a New Affection." He related: *A man was being driven down a mountain in a horse-drawn carriage. The weather was stormy. The mountain was precipitous, the road narrow, and the horse frightened. Where the mountain was steepest and the road narrowest, the horse shied in terror. Just at that moment the driver gave a tremendous crack of his whip. The horse, startled, hurtled down the mountainside, pulling the carriage behind with its shaken passenger.*

*"Why did you do that?" the outraged passenger demanded. "We could have been killed!"*

*"Don't you think that the horse knew the danger as well -- or even better -- than you or I?" the driver asked. "Instead of letting him dwell on the danger, I gave him something else to think about. It's called 'The expulsive force of a new affection.'"*

Reading, whether a literary classic or newspaper obituary, was for President Malloy an "expulsive force," a release from the problems of college administration. While I was teaching at South Boston High School, for instance, he accepted my invitation to lecture on

Aleksandr Solzhenitsyn to my two senior English classes. From his spare-time reading he had become an authority on the author, while I was not.

Two charming ladies who made vital contributions to the development of Stratford School were his sister, Mary Malloy Duplain, and Mary Lima Schroeder. Both contributed notes for the history of Stratford School. Mary Schroeder's notes provided as well a source for the early history of Chamberlayne under Matthew Malloy's presidency.

Memory has played a significant part in this history of Chamberlayne. My brothers, Matthew, Jr., John, George, and Paul, all provided invaluable primary source notes. Each held administrative positions at Chamberlayne at different times, and each was crucial, in different ways, in the development of the college.

By contrast, being a tenured teacher of English in the Boston Public Schools, I knew my father as an educator, whose primary concern was the student. He summed up for me in a baseball metaphor his student-oriented, bottom-line approach to working with the problem student: "Don't knock him out of the ball game."

Similarly, in a conversation with him, when I once mentioned my teaching goals and disappointments, he commented, "No matter how good you are, there's always someone who's better," meaning that I should do my best, then let go -- for me, liberating advice.

Regrettably many of those instrumental in the development and growth of the academic programs at Chamberlayne -- Francis Cronin, Robert Brown, Paul Kiley, Nathaniel Hasenfus, Herbert Anderson, President Matthew Malloy himself -- were deceased at the time of this writing, thus restricting my history to the broad arc of the college's development.

Faculty in the design programs now at Mount Ida College generously contributed their time for an oral history of Chamberlayne: Saira Austin, Nancy McNeely, Phyllis Misité,

Joanne Sims, Mary Troy, Maria Vitagliano, and Tamotsu Yamamoto.

The Honorable J. Owen Todd read the Retrenching section to corroborate what had happened, as he recalled that now distant time. Donald J. Winslow, author of the Lasell Junior College history, art lecturer Henry Augustine Tate, and Boston historian Thomas H. O'Connor also read my manuscript and made excellent suggestions.

There were records to locate and librarians who cheerfully helped in the search. I am grateful for the assistance of Jane Knowles, Radcliffe Archives, Harvard University; Marylène Altieri, Special Collections Librarian at the Monroe C. Gutman Library, Harvard Graduate School of Education; James Boudreau, Lasell College Archives; Norma Gahl and Marge Lippincott, Wadsworth Library, Mount Ida College; and Lynn Matis at the State Transportation Library of Massachusetts in Boston. Resources and personnel of the Mugar Memorial Library and of the George H. Beebe Communication Library of Boston University also were helpful.

The staff of the Rare Books Department of the Boston Public Library, of the *Boston Globe* newspaper, and particularly John Cronin of the *Boston Herald* generously opened their photo files to me.

Wesley Lyman, graphic design major at the Mount Ida College School of Design, contributed to the design of the cover.

Gail Sullivan, executive assistant for the Office for Academic Affairs at Mount Ida College, was indefatigable in transcribing typescript and corrections onto computer disc.

I wish to acknowledge James Martin, former provost of Mount Ida College, for his early and continued support of this Chamberlayne history, and finally Dr. Carol J. Matteson, president of Mount Ida College, who made possible the printing of the manuscript.

# MISS CHAMBERLAYNE'S SCHOOL FOR GIRLS -- 1892

Chamberlayne Junior College originated in 1892 in the Back Bay as a "home and school" for girls. Miss Catharine Jane Chamberlayne, the founder and first principal of Miss Chamberlayne's School for Girls, resided in the school, which was located in its early years at 253 Commonwealth Avenue and, from 1906 until shortly after her death, at Number 28 The Fenway. According to the school brochure, this location was "one of the most delightful sections of the city, facing a park through which flows a branch of the Charles River. A bridle path passing directly in front of the house continues for 25 miles through the park system." The townhouse had large rooms with large closets and bathrooms, "perfect ventilation and full sun exposure," and was "lighted by electricity."

"The Back Bay of Miss Chamberlayne's School," Matthew Malloy wrote, "was the Back Bay of John P. Marquand's novels, where, until the 1930s, the Boston *Social Register* could and did serve as an address book for Bostonians of wealth and discriminatory tastes. And it was to Chamberlayne that a substantial number of the families of the area entrusted the education of their female progeny."

Miss Chamberlayne, born in Toledo, Ontario, Canada, had earned a bachelor of arts degree in 1865 at Elmira College for Women in New York and had studied literature and French in Paris. After spending seven years at Wilbraham Academy and six at Wesleyan College in Cincinnati, she moved east to assist Dr. Charles C. Bragdon, the new principal of Lasell Seminary in Newton, in his efforts to revive that school. She taught French there, served as preceptress and, from 1890-91, as acting principal while Dr. Bragdon was away conducting a round-the-world tour. The following year Miss Chamberlayne left to found her

own school.

The school's stated purpose was "to develop in its students a well-poised and gracious womanhood." An 1897 brochure of the school lists courses in the plan of study: Ancient and Modern Languages, Mathematics, Psychology, Logic, Ethics, History, the English Language and Literature, Music, and the Arts of Design. Political Science was also included "to bring the students to an intelligent understanding of those social problems which are coming more and more into the field of the educated woman's activity." In addition, the brochure states, "Pupils receive systematic instruction in charcoal drawing, and make frequent visits under the teacher's guidance to the Art Museum, to public exhibitions, or by invitation to artists' studios and private collections. The students in ancient history also enjoy the advantages of object lessons in the department of antique sculpture at the Museum." The brochure lists lectures on subjects of academic and general interest given from time to time throughout the year, including "*The Frogs* of Aristophanes" by Mr. Joseph Taylor; "My Visit to Count Tolstoi at his Summer Residence of Yasnaya Polyana" by the Reverend Thomas Van Ness; and "The Use of Parents" by Miss Mary E. Dewey.

Board and tuition cost $1,000. Tuition for day pupils was $250 for the year. Students were billed extra charges for private lessons in music, painting, and elocution; also for use of the piano, washing at "sixty cents per dozen," gymnasium practice, and a seat in church.

The 1914-15 academic school catalog, which offered both general and college preparatory courses, guaranteed admittance to Vassar College without exam to any student fulfilling the requirements of the latter program. Printed before the outbreak of World War I, the catalog also offered an advanced class in travel -- the Hill Towns of Italy -- to supplement study of the History of Art.

By 1919 board and tuition costs had risen to $1,250 for boarders -- for whom there were twenty-two places. Tuition for day pupils was $300. The course of study for 1919-20, though still classical and traditional, now offered Domestic Science and Homemaking, as well as a course in Elementary Bookkeeping and Business Arithmetic for older girls, so that they might "secure rapidity and accuracy in dealing with numbers" and acquire a knowledge of accounts. The girls were requested to choose a wardrobe of simple character suitable for a schoolgirl and were specifically forbidden "shirtwaists of thin lingerie of chiffon material in the morning" and all jewelry during school hours "except a simple pin, ring, or wrist watch."

Mrs. Gwendolyn McDonald Black, whose mother had known Miss Chamberlayne at Lasell Seminary in Newton, recalled invitations to Sunday dinner with Miss Chamberlayne in her townhouse "home-cum-school" about the time of World War I. "It was Georgian on the outside, polished mahogany on the inside, and presided over by the elegant and beautiful Miss Catharine Chamberlayne."

Just a child then, Mrs. Black reminisced, "I expect I was admonished to mind my manners, but my memory holds no stress or tension -- only a happy recollection of everything being perfect, including toasted almond ice cream. There were always several well-bred girls at the table, and we were served by several well-uniformed waitresses. . . . As for Miss Catharine Chamberlayne, she was faceless, since she sat with her back to a windowed wall which overlooked a perfect city garden.

"After dinner, we repaired to the ballroom which occupied the whole upstairs front of the building, floor-length windows with tied-back drapes, rows of spindly gold and cream chairs, and a gleaming black grand piano. Miss Chamberlayne always made me feel as though she really was interested in what, and how, I played, which was another hallmark of

ladylikeness."

Miss Chamberlayne was eighty-one years old when she died on April 12, 1920. Gwendolyn McDonald visited Miss Chamberlayne at the school about a month before she died. Miss Chamberlayne "decided to go down to dinner with her school family, and though frail and feeble, and suffering from her great weakness, the moment she entered the dining room, her great personality dominated it. She discussed freely a biography she was reading, then the approaching presidential campaign claimed her attention," Gwendolyn recalled, "and a characteristic remark remains with me. 'Thank God I can still think! The wonder to me is that so few people do so.'"

Upon the death of Miss Chamberlayne, the title to the school passed to her niece, Miss Bertha K. Filkins, who had served on the faculty as voice instructor and later as director during the last years of Miss Chamberlayne's illness. Miss Filkins dropped *Miss* from the original name of the school, changing it to The Chamberlayne School for Girls, and moved the school to 178 Commonwealth Avenue.

## THE CHAMBERLAYNE SCHOOL
## AND CHAMBERLAYNE JUNIOR COLLEGE -- 1939

"Chamberlayne, under the leadership of Miss Chamberlayne, had progressed from the turn of the century through World War I with undiminished prosperity and acceptance," Matthew Malloy, president of the college from 1947 to 1987, said, looking back in time. "The supporting clientele grew even more opulent, more active and powerful. World War I seemingly only made the group more secure, but, when the war was over, the structure for a class society was gone. The former servant class were no longer willing to work as servants of the elect monied families, earning salaries paid partly in maintenance -- food and lodging. It became impractical to maintain large townhouses operated by a staff of servants. A social change of such magnitude resulted in a need for changes in life styles and social customs. In addition, other conditions arose which accelerated the process: the expiration of building restrictions on Newbury Street, Boston [in 1924]; the mobility generated by the phenomenal growth in use of the self-driven automobile; finally the stock market crash of 1929 with the ensuing Great Depression, which lifted gradually, and partially, to the beginning of World War II in 1941.

"Through all of these changes, which brought about a loss of the clientele who had formerly patronized the school, the Chamberlayne School for Girls continued to exist, although it had ceased to flourish," he said.

Then in 1932 Anna Theresa Leary, who had been an instructor at the Chamberlayne School for Girls during the 1929-30 school year, together with her sister, Theresa Genevieve, acquired the school from Miss Bertha Filkins.

Theresa and Anna Leary were born in Boston and grew up in Boston. Both were

graduates of the class of 1927 at Radcliffe College, though Theresa was a year-and-a-half younger than her sister. "Un-twins," they were described in their Radcliffe yearbook because they appeared to be always together, attending the same classes, though in fact they concentrated in different subjects. Theresa concentrated in Greek and Latin literature, earning a cum laude degree with special honors in literature and languages, and in 1928, a master's degree in literature and languages, with emphasis on Italian and Latin, from Radcliffe. Anna specialized in history and literature, and in 1928 earned a master's degree in history and government from Radcliffe.

Theresa Leary, director, and Anna Leary, associate director, assumed the responsibility of reorganizing Chamberlayne and restoring it to its former vigor. Miss Bertha Filkins remained at the school as director of residence under contract, sharing income and expenses under agreed percentages until her departure in June 1935.

The Leary sisters began a promotion campaign for the fall of 1932 in magazines like *Redbook* and *Vogue* with a nationwide readership. Within the next ten years they increased the enrollment from under five to approximately seventy, of whom over twenty percent were resident students from all parts of the United States and from Canada. In order to accommodate the influx, in 1935 the school relocated from 178 to 229 Commonwealth Avenue.

The Leary women derived their strength in maintaining and improving the quality of instruction at Chamberlayne principally through the benefactions of Harvard and MIT faculty, who contributed services, including instruction, almost beyond monetary compensation. One of these was the poet Theodore Spencer, who preceded Archibald MacLeish as Boylston Professor of Rhetoric and Oratory at Harvard. According to Theresa Leary, his labors for the school were "immense."

Class size was limited to not more than ten students, who sat at a conference table with their instructor and conferred. "Students do not recite," Miss Leary said.

The Chamberlayne staff consisted of "ten to twelve Liberal Arts instructors, two to three vocational specialists, a housemother, a secretary, a married couple (houseman -- butler and cook), and a maid. The housemother and a couple always lived in," Theresa Leary wrote. Additional help and caterers were employed for special events. Miss Theresa Leary handled all employer-employee relationships.

The Leary sisters continued the ungraded College Prep Department, which prepared the younger group of girls for admission to the leading colleges. They added business and practical art courses to the curriculum. As early as 1932 they developed a Junior College Department for girls who wanted a cultural background, as well as vocational education, but did not want to spend four years in college. The older girls, day and resident, were given an academic course equivalent to two years in senior college, or a terminal course with a major in Business Studies or in Practical Art. The older group was taught by a separate staff of Harvard College instructors and expert vocational specialists in business training, fashion illustration, costume construction, and interior decorating. Courses in Oral Expression and Music Appreciation were obligatory for all students, in keeping with the ideal of the school: to prepare students for worthwhile living -- the proper use of leisure and a definite career.[1]

In 1939 the General Court of Massachusetts enacted a law conferring on Chamberlayne the right to be and to be known as The Chamberlayne School and Chamberlayne Junior College. Chamberlayne thus became the first chartered junior college in Boston. The bill was signed by Governor Leverett Saltonstall on July 18, 1939. Chamberlayne was approved by the Department of Education as one of five fully authorized junior colleges for girls in

New England.

Chamberlayne had been a private proprietary institution, owned by Theresa and Anna Leary. On April 28, 1941, Chamberlayne reorganized under General Laws, Chapter 180, Section 7 as a private educational corporation. Proceedings were registered with the Office of the Secretary of State for the Commonwealth, and the charter recorded certain (one hundred) original shares of stock with a value of $10,000. Chamberlayne School and Chamberlayne Junior College was thus an anomaly in that it was a not-for-profit corporation having stockholders.

Chosen as the members of the board of trustees were friends who had been associated with the school enterprise for years: John Julian Ryan, author and instructor, and Dr. Theodore Spencer, English literature instructor, who had begun teaching at Chamberlayne in 1932. Also appointed were Dr. George Pettee, Dr. Dana Durand, and about seven other staff members who had been with the Leary sisters from ten to twelve years, returning each season without contract agreements. Theresa Leary was elected president and treasurer of the corporation, and her sister, Anna, the secretary.

When World War II began, Chamberlayne, like other schools, experienced a dramatic decrease in students. In the academic school year 1941-42, forty-two students were enrolled in the junior college program. This was the last year of Miss Leary's operation of the school. "Family problems and war conditions made it advisable to suspend Chamberlayne in 1942," Theresa Leary wrote. On September 29, 1943, Anna Leary, Theresa's beloved sister, an admired member of the Chamberlayne faculty as well as associate director, died after an illness lasting over two years. Theresa Leary remained president of the closed institution.

## MATTHEW J. MALLOY AND THE REACTIVATION OF CHAMBERLAYNE JUNIOR COLLEGE -- 1947

Theresa Leary never reopened Chamberlayne Junior College.

After suspending the operation of the college, Miss Leary held positions as recruiting representative for the First Service Command, Boston, and as Chief of Employee Relations for the Boston Quartermaster Depot. There she met Matthew J. Malloy, president of Stratford School, a business school in the Back Bay, which, like all schools and colleges then, was barely surviving the wartime drain of students. In 1944 he had taken a temporary job as training officer in the Civilian Training Branch of the United States Army, Quartermaster Corps, which was employing one million civilians in a great variety of occupations. Mr. Malloy's responsibility was the development and implementation of training programs, or "in-service schools," to be conducted, always immediately as the need became apparent, for civilian employees in the daily performance of their employment by the army. Once the schools were operational, his responsibility ended. Since the war was at its height, people, including women for the first time, were constantly being brought in, trained, and retrained in many areas. His job required some trips to New York City or Washington and some visitation of New England plants, which were manufacturing or producing for the armed services, the army especially. For the most part, however, he was at the corps office in the old Noyes Buick building on Commonwealth Avenue, just above the Cottage Farm Bridge in Boston.

He worked a six-day week, from eight until five. At the end of the workday, Mr. Malloy could ride the subway or even walk to Stratford School in a few minutes and be in time to prepare for the Evening Division courses. These classes were composed almost entirely of young women.

On the several occasions he encountered Miss Leary, she spoke of Chamberlayne and expressed her hope that she and the trustees could reactivate it. When the war ended in 1945, the work in the training branch stopped abruptly, and Mr. Malloy left the Army Quartermaster Corps immediately for Stratford down the avenue. He had not seen Miss Leary for some time.

Mr. Malloy recalled decades afterwards in an interview taped by his son George: "About two years later Miss Leary visited me at Stratford School. She told me that her father was now a permanently hospitalized invalid and that Dana Durand had not returned to Harvard after the war. She said that her former trustees who remained would welcome the reopening of Chamberlayne but had been unable to take any practical steps toward this purpose. She was being importuned by others to let them participate in a reopening, which she indicated was unacceptable to her. I did not volunteer any suggestion.

"I did not hear from Miss Leary again until late 1947," Mr. Malloy said. "At that time John J. Walsh of Boston was my legal counsel. Mr. Walsh telephoned me to tell me that Mr. Sam Silverman, Miss Leary's counsel, wanted to talk with me and him, if I cared to do so.

"When we met, Mr. Silverman came directly to the point. Miss Leary had wanted to reopen Chamberlayne; she had been hoping, if not expecting, the board would do so. But now there was no expectation of action in the foreseeable future.

"Mr. Silverman said that they had nothing to offer, nothing to sell, nothing to peddle. Miss Leary had conferred with her trustees, who had proffered their resignation in the interest of such future as the college might have. She had for a considerable time known of my academic background and of my public school record as the tenured head of a high school science department.

"Mr. Silverman said that, since Chamberlayne had formally and publicly discontinued operation he had been representing Miss Leary and the Chamberlayne Board of Trustees and was authorized to speak for her and them in the matter. If I would undertake to reactivate the institution at once, the Chamberlayne board would empower me to do so and thereupon would resign.

"The single inducement to agree was the fact that Chamberlayne was a junior college," Matthew Malloy said.

After discussions with Attorney John Walsh, who had had extensive experience in educational matters, including service on the Massachusetts Board of Collegiate Authority, Mr. Malloy accepted the presidency of Chamberlayne Junior College.

Proceedings were registered with the Office of the Secretary of State for the Commonwealth, and the one hundred original shares of stock were reassigned to Mr. and Mrs. Malloy by that office. Matthew Joseph and Ione Wilkinson Lohr Malloy became the sole stockholders of the corporation.

By 1951 Stratford School had been completely phased out. The Stratford School motto, *Ne temere naviges* (Don't set sail rashly), was abandoned, and the Chamberlayne motto, which had appeared as early as the 1939 catalog, was adopted: *Honos habet onus* (Honor possesses its own burden).

# MATTHEW J. MALLOY AND STRATFORD SCHOOL -- 1937

## Early Years

Patrick Joseph, Matthew Malloy's father, was born on April 16, 1867, the fourth in a family of seven children, growing up on the shore of Lough Corrib in Oughterard, County Galway, Ireland. For their livelihood generations of the family had grown their own food; grazed a cow to provide for local milk consumption; fished the Corrib for salmon, eel, and trout for export to England; and raised sheep for wool export on the two hundred acres of common grazing ground behind their thatched cottage. A tall, handsome, religious man who played the concertina, Patrick immigrated to Boston in 1890.

Mary Conner, Matthew's mother, was a native Pittsburgher. The only girl in a family of five children, she never saw her father; before she was born, he had disappeared while adventuring for gold in the Yukon, leaving his wife to support the family by working as a seamstress. Mary attended the Pittsburgh Female College. When just eighteen, she became engaged to Patrick Joseph. The couple married and settled permanently in Boston in 1898 but kept close ties with family and friends in Pittsburgh. Matthew Joseph, the oldest of their seven children -- five of whom survived into adulthood -- was born in Pittsburgh, Pennsylvania, on November 4, 1899. The union organizer and family friend, Samuel Gompers, attended Matthew's christening, invited by Uncle John Conner, who was active in the labor movement.

Matthew J. Malloy's two maternal uncles Matthew J. Conner and John Conner had founded The Actual Business College in Pittsburgh and Chicago, which they operated for nearly a quarter of a century. In 1907 the Conner brothers published a practical business

guide, *The Actual Business Educator*, an early forerunner of programmed textbooks for occupational education. As a child, Matthew visited his uncles' college, which was, he recalled, set up like a bank, including gratings, so that students could learn to execute all the actual elements of a business transaction.

That same year, 1907, Patrick began working for the Boston Elevated Railway, holding positions principally as motorman and oiler until his retirement in 1944. At times he held several additional jobs in order to support his large family, and he invested his savings in land and property. After her children had matured, his wife, Mary, became active in politics, holding elected offices in the Women's Democratic Club of Massachusetts.

Matthew J. Malloy attended the Boston Latin School and finished high school at the Maryknoll Preparatory College, "The Venard," in Clarks Summit, Pennsylvania. He survived the influenza epidemic of 1918, quarantined in the school infirmary, but would recall with poignant detail how a strong, young priest had carried a dying boy in his arms to the hospital and succumbed himself to the flu just days later. On September 13, 1919, on the cover of his Greek grammar, Matthew wrote: "10:20 a.m. Study is on and Fr. Byrne sits in front while I worry along over studies and every*thing*." Matthew left the seminary; Father Patrick J. Byrne suffered a martyr's death as a missionary in South Korea in 1950.

Matthew attended Boston College for several years but, after a disagreement with a professor about a course grade, transferred to the University of Pittsburgh. During one summer college vacation, he liked to recall, he had hauled a piano in a rented wagon up to the Gay Head cliffs of Martha's Vineyard and played the piano in a hotel there with a band of college friends -- a summer made memorable by an assemblage of native Wampanoags in tribal regalia, who gathered to listen to their band.

After earning a bachelor of science degree in 1925 from the University of Pittsburgh, he enrolled at the University of Pittsburgh medical school. On November 25, 1926, he married in secret Ione Wilkinson Lohr, a Pittsburgher and a recent convert to Catholicism, whom he had met in his German class at the university. At the end of his first year in medical school, he suffered a nearly fatal ruptured appendix, a fateful illness that changed the direction of his life. When his parents traveled from Boston to visit him in the hospital and then learned of his marriage, they withdrew financial support. He left medical school. In 1927 he accepted a position as head of the Department of Natural Sciences and teacher of physics and chemistry at Sharpsburg High School near Pittsburgh. On January 1, 1928, Matthew, Jr., was born, the first of seven children -- four boys and three girls: in chronological order, Matthew, Jr., Patricia, Ione, John, George, Paul, and Nancy.

From the summer of 1925 on, Matthew Malloy worked part-time in promotion for Pittsburgh Academy, invited there by his friend and president of the academy, James Grady, a graduate of Boston College, class of 1924. He continued part-time in promotion -- "writing, interviewing, whatever it takes to bring in a school" -- for Pittsburgh Academy through its Golden Jubilee celebration in 1932. Then, when his friend Jim resigned, he left to work part-time at the Robert Morris School (now Robert Morris University), again in promotion and school administration.

In 1930 he had earned a bachelor of laws degree from Duquesne University, and in 1933 he earned a master of science in education from Duquesne. His thesis, "The Determination of a Suitable Curriculum for a Small High School, Sharpsburg High School," reflects his lifelong concern with social justice. An ideal system of education, he wrote, "would ensure that each 'square peg' was placed in a square hole, the ultimate desideratum of

so many educators. It would also ensure (and this is the most important point so often ignored) that the 'pegs' (who really are not unfeeling) were being recompensed for their labor, commensurate with their needs as human beings."

The years between 1927 and 1937 were very active years for him, so that he felt unaffected by the Great Depression, he said. In addition he received money from home because Pennsylvania public school teachers were not always paid on time. For him, he used to say, the depression was "academic." He could talk to students and parents and remain unperturbed. He said, "I never commiserated with them. I never said, 'It's going to get better sometime down the line.' I knew things would work out. That was my whole attitude.

"Of course, I didn't bother to stop and think. I didn't have time. I could only think of the future. It was always the future. But the future was always now. I don't mean the future's down there. I mean the next minute, the next hour. I had to be someplace else shortly. I'd better get moving."[1]

But working for Pittsburgh Academy and the Robert Morris School gave him a chance to experience the depression in a rare way. One student he had helped brought him a folder filled with blue-chip stock certificates as an expression of gratitude. Mr. Malloy told him, "I really appreciate that, but, as far as I'm concerned, they are yours and your father's. I don't know what they are worth, but, whatever they are worth, I want you to keep them."

Mr. Malloy's wife, Ione, commented, "I could never marry a stingy man."

In 1937 he left Pittsburgh and returned to Boston, where he had lived as a youth, in order to open a vocational school for girls in the Back Bay. He had spent the previous summer of 1936 in Boston, analyzing the area and visiting professionals in the field of education, gathering data to establish a post-secondary institution.

Starting a school in Boston was "foolhardy, like bringing coals to Newcastle," he was warned by Richard (Dick) Khuen III, the director of the Robert Morris School.

"I just wanted to be my own person," Matthew Malloy said. "So the time did come, school did close, I turned in my grades, and I took off.

"Let's just say that Stratford School was started in the summer of 1937 when we came to Boston." Until they found their own home, the family resided briefly with Mr. Malloy's parents at 46 Stratford Street in West Roxbury.

"Contrary to what a lot of people might think, from 1930 to 1940 business was not good around Massachusetts. Conditions were generally not good. People might have had hopes, but I don't think they were very high hopes. But we had to get a school in by September, and getting a school in was more than a notion. And so we did get very busy.

"It was a beautiful summer, early in June," Mr. Malloy recalled. "A day or two after we arrived in Boston, Mrs. Malloy and I went to the Boardman real estate office on Newbury Street. The Boardman family was one of the best-known, richest families in Boston. They managed all that property in the Back Bay, but at that particular time they were more or less presiding over the dissolution of the Back Bay. I often think how Mrs. Malloy and I ran around looking at property. We didn't run particularly because someone was waiting for us to keep an appointment. We had no competition, and we were under no compulsion to buy anything, but we were just excited about it. We just ran. Of course, there was a lot to see. After a while I became very familiarized with the odor of decay -- perhaps from the leather mats or cushions in the bay windows -- the way a house gets when it sits for two or three years.

"One of the first places we did see was 128 Commonwealth Avenue, family home of

the Bonds [manufacturers of Waitt-Bond Blackstone cigars]. Mr. T. Dennie Boardman called Lawrence Bond, and he showed me the house. In the end we selected it as the best for school purposes. We leased it from the Bond estate for a year for $2,200."

By July Mr. Malloy had the building set up for use as a school with a post-secondary two-year curriculum, using the family household furniture to furnish some of the rooms and buying office equipment for the classrooms. His brother Luke built the science laboratory tables. With a loan of $450.00 from his parents, dated September 12, 1937, and notated in his mother's hand, he spent $215.00 for books; $110.00 for chairs from R. H. White; $5.00 for paper; $1.80 for "blackboard material"; $.75 for signs; and $.25 for stamps.

"We obviously had to get the stuff in fast," Mr. Malloy said. "Setting up a school was something I had never given any thought to. I didn't think they grew. I just thought that, if you wanted it done, you just ordered it done. You decide what you want, and you get it. And as far as money is concerned, you have what you have, and what you don't have, you arrange to get somehow, so I didn't concern myself with the money aspect of it. It took a certain amount of time, yes, but I did it with a clean desk. I had a great big desk, and that only accentuated the fact that the desk was almost always completely clear of papers or anything else. I wasn't that busy with papers. What did I want papers for? I had to scatter them sometimes to make it look as if I were busy. We couldn't be sitting in there in a monument. And that's the literal truth.

"What money I had, I stretched it out, and undoubtedly I extended the payments totally, because that was a substantial amount of money. Typewriters were not cheap, even in those days. But the companies were very eager to do business, and they knew something about my experience. I guess they figured, 'If you have courage enough to start, you are

going to cut it all right.' And many remained friends of mine for many years. One was the Underwood typewriter salesman -- a man named Post. His uncle was C. W. Post, the founder of C. W. Post College.

"At the beginning we had only shorthand and typewriting rooms. In those days businesses like insurance companies -- Liberty Mutual, for example, or John Hancock -- used very large numbers of typists. They wouldn't employ the girls unless they could type at least sixty words per minute. Later we put in Dictaphones and Ediphones -- voice recorders -- from which the girls made typewritten transcripts. These companies actually had pools of girls for these machines, although I don't think the girls particularly liked to operate them. It was monotonous work, and it took a lot of nerves to be driven by one of those machines eight hours a day. Girls weren't especially anxious to go to school to learn to work in a boiler room, and we always said we were not a machine school -- that was not our purpose," Mr. Malloy said.

Helping him that first summer, 1937, was Joseph McDonald, an energetic friend from Sharpsburg High School with a doctorate in education. In answer to Joe's question about the future of the school, Mr. Malloy told him, "If I knew the school would fail, I'd stay right here until it did." By Labor Day Stratford School was ready to open with an enrollment of about twenty students. Dr. McDonald returned to Pittsburgh.

The first year was "a real cliff-hanger," Mr. Malloy said. He'd been getting calls from Sharpsburg High School since early September, pleading for him to return and "straighten out" the science department. In November 1939 he did return, leaving his wife, Ione, a former high school teacher of English, in charge of Stratford School. In February Mrs. Malloy collected her children -- Patricia, Ione, and John -- and followed him to Pittsburgh.

She took it for granted that she wasn't going back to Boston until Mr. Malloy did. She left Matthew, Jr., with his grandparents in West Roxbury, and the staff in charge of the school. Mr. Malloy's brother John, accountant and treasurer, paid the bills. His sister, Mary, interviewed and enrolled students in the Stratford Evening Division after working full-time in a public relations position with the New England Telephone and Telegraph Company. Three nights a week, until 1942, she taught a course in Business English.

In June the family members returned to Boston once again and took up where they had left off.

"For the next two or three years," Mr. Malloy said, "it was pretty much a routine thing. We got more students, and we got more faculty and supporting people, but it wasn't easy going. It was a process that was very demanding. It took a lot of time, and of course we had to learn to adjust to a new environment and a new market.

"I ran the school, which meant directing the teaching activities and related responsibilities, the finances, plant requirement, and numerous others. Aside from teachers, curriculum, and student progress, the most imperative concern was recruiting for the upcoming year, and I gave countless hours to this necessity.

"The mechanics, the operation of the promotional effort, was left to Mrs. Malloy. Direct mail was the most productive type of advertising and had become a huge part of the school's promotional effort, requiring much labor. The Malloy children became incredibly clever and swift in the manipulation of materials and produced incredibly large quantities of direct mail to high school seniors. Their unpaid labor made the direct mailings possible," Mr. Malloy said.

Mrs. Malloy also spent hours on the arduous task of telephoning the leads, or

inquiries returned in response to the direct mailings, and scheduling interviews with the prospective students. "Faint heart ne'er won fair maiden," she would quote. Mr. Malloy and his brother Luke canvassed students in their homes; they trained other recruiters for the work as well.

Hard work produced encouraging results. "The school year 1939-40 began with a somewhat larger class than the two previous years," Mr. Malloy said.

## World War II

"During the years of World War II, 1941-45, the school business was pretty desperate, however. As the war effort intensified and the labor force was depleted by the departure of men to join the various armed services -- army, navy, marine, and merchant marine -- it was inescapable that women would get into the production of materials of all kinds. As a result, right up until the end of the war great numbers of women who perhaps never had worked before, and never expected to, were drawn into manufacturing or perhaps transportation -- activities women had not engaged in previously. There was always a shortage of men for manpower, and there were always fewer than enough women to make up the deficiency, so that there was always an unfulfilled need of some proportion. Schools and colleges were not only depleted, they were practically deprived of all students. Just the fewest possible students to keep the institutions functioning at all were in school," Mr. Malloy said.

Under these strained circumstances, Mr. Malloy left West Roxbury, where the family had been living, and moved his family to the former servants' quarters in the fourth-floor rear of the Stratford School building at 128 Commonwealth Avenue. "The rooms were tiny with

small windows," Mr. Malloy recalled. "The only amenity was a bathroom with uncertain hot water." The family dining area was the great basement kitchen, whose dumbwaiter ropes now connected to an office -- formerly the butler's pantry -- on the floor above. The door segregating the family living quarters was kept locked; access was by the rear stairwell or by the self-operating elevator. In the quiet generated by the ever-present warning, "SHHhhhhh! They'll *hear* you!" the Malloy children could distinguish voices of students in the rooms outside; or, by listening outside closed, rear stairwell doors, the rhythmic clack of typewriter keys and their mother's voice, instructing rote memorization of the typewriter keyboard: "*S-s-s*-space, *S-w-s*-space, *T-t-t*-space . . ." -- patterns repeated over and over and over.

"In the school year 1942-43, enrollment in the day school was down, although the Evening Division had a substantial increase," Mr. Malloy wrote. "The revenues from Stratford School would not sustain its operation. There was always less money than was needed for expenses.

"Seeing that the war effort and enlistments were drawing off students, as soon as school was over for the year, Mrs. Malloy organized a kindergarten school, which she knew would be populated by children of women working in war industries. She used classroom space in Stratford, made available by the reduced student body, and recruited an excellent, trained, and responsible staff of teachers.

"She arranged for transportation for the children, an aspect that was only slightly less than intolerable. The children had to be picked up by eight-thirty in the morning before their parents left for work and, leaving school at four o'clock, delivered home after the parents had returned. Gasoline was strictly rationed. Auto mechanics were frequently not available when needed. Drivers were hard to find, and hard to keep. Mrs. Malloy's most reliable and

capable driver was her oldest son, Matthew, who was in school himself at the time. Before school and after, early morning and evening, he drove, from Hyde Park to East Boston.

"In addition, on evenings when night school was in session, Matthew, Jr., set up a large room for a typing class, then dismantled it after students had left in order to free the room for other purposes the next day.

"The manpower shortage affected everything, even the availability of women workers, but Mrs. Malloy maintained a smoothly running operation, in spite of crisis situations that occasionally developed: a sudden snow storm; a teacher who became unexpectedly ill; equipment failure; employee absence -- especially of the man responsible for maintaining the stoker-fed, coal-burning furnace.

"This program, though its expenses were substantial, produced substantial revenue. It provided for a very considerable amount of Stratford overhead, as well as salaries of its special employees, teachers, and others.

"The kindergarten program terminated on the day the Japanese surrendered [September 2, 1945].

"Always resourceful, Mrs. Matthew Malloy also found that she could acquire an already occupied rental property at 227 Marlborough Street without an actual cash outlay and promptly did, the property being deeded jointly to her and Matthew Malloy. Shortly thereafter she repeated the action twice, taking over 109 Beacon Street and 116 Beacon Street. Mrs. Malloy assumed the considerable responsibility of managing the buildings [as rooming houses] and the supervisory personnel, watching over the revenues and expenses. All of the net income from these buildings went to support Stratford School.

"There was no day school in session at Stratford during the 1943-44 term. However,

a minimum skeleton program was carried on for two students in order to fulfill student expectations and to maintain the semblance of organization pending the end of the war," Mr. Malloy said. Mrs. Malloy managed the school during the day while Mr. Malloy worked for the United States Army.

"With the effort we did expend, in addition to the day school, we developed some rather extraordinary evening schools. The influx of evening students was overwhelming.

"And based on the enrollment, we acquired some very excellent people. One of them was John E. Hines, for twenty-five years an actor on the American stage with stars like Otis Skinner and Maude Adams. He'd been teaching dramaturgy in and around the various universities in Boston. His specialty was Shakespeare, and he did some spectacular work with the girls, putting on plays at the Peabody Theater in the West End," Mr. Malloy said.

Another very important addition was Mary Lima (later Mrs. Richard Schroeder), a Somerville High School teacher, who had earned a bachelor of science degree in business and a master of education at Boston University. She was hired by Mr. Malloy in September 1942 to teach English and Psychology in the evening school. A short time later she added Charm and Social Planning to her subjects, and her classes became very popular.

"We hated to go home at night," one of her students said later.

In order to increase her expertise in fashion and modeling, in August 1948 she also completed a course at the John Robert Powers School in New York.

"She was very successful as social director as well, and that's one of the things that attracted students and kept their loyalty to the school," Mr. Malloy recalled. "She organized concerts, debates, and dances at the school, hay rides and beach parties. During the war years she organized the young women, in cooperation with war service agencies, so that the

students were always busy in entertainment activities of some war-connected nature. All were related to Stratford School. It was a busily happy atmosphere. She generated very favorable publicity for the school."

At war's end Mr. Malloy acquired Miss Sherman's School, a small, downtown secretarial school established in 1905, and made it a division of Stratford. Convinced that manners and dress are an integral part of business success, he inaugurated a course of study called "Femininity" under Miss Sherman's School and appointed Mary Lima (Schroeder) as director in 1946. Stratford-Sherman Combination programs encouraged young women to combine practical training in personal development, or Femininity, with the technical and academic programs of Stratford School. Mr. Malloy wrote the publicity brochure with a pink velour-like cover, titled *Spotlighting Femininity: Starring You.* The subjects in the course of study, many of them taught by professional models from the Hart Agency, included posture and poise, hair styling, wardrobing, cosmetology, dancing, photographic posing, fashion show technique, diction, and etiquette. The course was very successful.

During the years from 1945 to 1948, the students participated in fashion shows at the John Hancock Auditorium and the Copley Plaza Hotel, modeling clothing from major Boston retailers -- Bonwit Teller, Peck and Peck, Jays, and C. Crawford Hollidge.

In May 1950, when the Boston Chamber of Commerce held a mid-century Jubilee Celebration, Mary Lima Schroeder agreed to promote the Jubilee Fashion Show. Students from Stratford School, Miss Sherman's School, and Chamberlayne Junior College participated, along with professional models from the Hart Agency and women from the armed forces -- WACS, WAVES, army and navy nurses, and marines -- who modeled the latest in military fashion.

"Our students became very active socially and subsequently were asked to donate time to the American Heart Association, the March of Dimes, the Red Feather Campaign, and the United Fund," Mrs. Schroeder wrote. "Their efforts resulted in considerable sums of money being donated to the worthy causes. At this time an elegant tea was held for the Boston Chamber of Commerce at the Chamberlayne Junior College. Shreve, Crump and Low donated a magnificent sterling silver tea service for the occasion. The students had the opportunity to exhibit what they had learned in their classes by being gracious hostesses, properly dressed and beautifully groomed. Several of them were invited to pose for the cover pictures of the Rotogravure Section of the *Boston Sunday Herald.* For its outreach activities, Chamberlayne was commended by the Boston Chamber of Commerce and awarded an honorary membership in 1950."

## The Post-World War II Years

At war's end in the fall of 1945, the number of students was "marginal," President Malloy said. After leaving the Army Quartermaster Corps, he returned full-time to the development of Stratford School, discontinuing the evening courses in order to devote all resources, including manpower, funds, and promotional efforts, to the greatest possible development of full-time, day school attendance. He intensified efforts to prepare for students returning to school.

In 1946 the programs of Stratford School -- Secretarial, Medical Secretarial, and Stenographic -- were approved for Veteran Training under Public Law 346, the GI Bill. In the Introduction to the Stratford catalog that year, Mr. Malloy articulated his student-oriented philosophy of education: "The teacher has not taught unless and until the student has

learned" -- an adaptation of the Army Quartermaster Corps's training maxim.

With the passage of the GI Bill and the return of war veterans, whom President Malloy described as "seasoned people in a hurry and strongly motivated," there was an opportunity to expand and grow. "Too rapidly," the typewriter salesman Mr. Post warned Mr. Malloy, and he'd be "out of business, like so many at the end of World War I."

"I thought that was pretty good advice," Mr. Malloy recalled many years later. "I never forgot it. But we did get hurt a little, though not to the extent that we thought we were going to be put out of business. Companies were cooperative. They were anxious to see their equipment in the school because we were in a good location. They knew we had a lot involved and took a big risk ourselves."

One of the new programs Mr. Malloy devised was the MAS program -- Marketing, Advertising, and Sales -- a revolutionary program which placed no emphasis on accounting study, as did traditional business programs everywhere.

President Malloy was aware, he wrote, "that young men desiring an education or training to fit them appropriately for a business career were almost universally confronted -- in every post-secondary institution, college, university, or other -- with a program that emphasized accounting skills. I also knew that the performance of the details of an accounting-dominated job was abhorrent to a large number of young men, who did, however, want to go into business as an occupation.

"With some assistance regarding text availability from certain editors of McGraw-Hill, publishers of the so-called casebooks, I put together an organized program in Marketing, Advertising, and Sales -- MAS -- and presented it to the Massachusetts Board of Collegiate Authority for approval.

"Colleges and universities had, in many instances, offered more than one, perhaps several, of the courses involved, but an integrated program such as this had not been available. The Harvard Graduate School of Business Administration, however, offered no formal accounting courses but did have courses such as those that composed the MAS program. The availability of the casebook texts, written primarily for Harvard students, made the MAS program feasible when offered by Stratford School."

The case method is designed to promote intense student participation in solving real-life problems drawn from actual businesses. "Since the instructors in these courses had to be familiar not only with the content but with the case method of teaching them," Mr. Malloy continued, "the faculty and staff had to be greatly enlarged. The ideal instructor was a graduate of the Harvard Graduate School of Business, where these courses had been taught for some years. The first man engaged was Francis X. Cronin, who had had this experience. Frank Cronin in turn recruited others.

"In 1946 this MAS program was approved by the Department of Education for veteran training under the GI Bill and put into operation. It was instantly accepted by large numbers of young men, anxious to become income-earning citizens in jobs where it was possible to grow and advance in the performance of duties they expected would be compatible with their interests and capabilities. Student applicants, men especially, wanting a program with discernible outcomes related to fields in which they hoped to work upon commencement, literally crowded Stratford School. The quality of achievement was superb. Eventually this pattern of courses, with the objectives they served, was duplicated widely," Mr. Malloy wrote. "The influx of students for the MAS program strained the capability to contain them."

He had purchased the Stratford School building on May 4, 1945, from the Bond brothers and incorporated Stratford School on August 21, 1945. In 1947 he fortuitously acquired 130 Commonwealth Avenue, the building adjoining Stratford School. He had learned from the French butler that his employer, Mrs. Atherton, was being forced to sell because she was unable to find servants to staff the house. Fearful that Mrs. Atherton would refuse sale of her home to an institution, Mr. Malloy asked his sister's husband, Charles Duplain, to negotiate the purchase.

Built in 1882, the two houses had been distinguished from the adjacent brownstones by the addition in 1905 of white stone façades in the baroque style of the École des Beaux-Arts of Paris. An extraordinarily wealthy widow, Grace Thorndyke Atherton had lived at 130 Commonwealth Avenue since she was first married. "She was one of the first women in the country to drive her own automobile," Mr. Malloy recalled. "She drove an automobile out to the West Coast herself when there weren't even [automobile] roads in those days. She was like that. She smoked cigars. She really was a very daring woman.

"After the acquisition, and after a few changes and official approval," Mr. Malloy said, "the house was furnished for use as a classroom building for Stratford students."

At this juncture Sam Silverman, attorney for Miss Theresa Leary, president emeritus of Chamberlayne Junior College, approached Mr. Malloy. According to Mr. Silverman, Miss Leary felt that Stratford was organized and conducted as the board would want Chamberlayne to be continued. She believed that the good name and prestige built up over fifty years would be preserved if Mr. Malloy would reactivate Chamberlayne Junior College. Mr. Malloy consented.

"It was now up to me to implement the decision," Mr. Malloy wrote. He began at

once to render the two programs of Chamberlayne and Stratford compatible first, and identical second. He organized a staff to conduct the reestablishment of Chamberlayne Junior College, which of course had no personnel and no property of any kind, everything having been disposed of when Miss Leary had formally suspended Chamberlayne in 1942. He allocated space to Chamberlayne and proceeded to recruit a student body for Chamberlayne, arranging an operation in tandem with Stratford School, which was thriving.

Preserving the integrity of both schools required the operation of two schedules and curricula, which were quite incompatible. Scheduling of classes was just one of a host of new problems to be disposed of, since Stratford was operating on a clock-hour basis, while Chamberlayne operated on a semester-hour basis. There were two faculties, for example. The revenues of the two schools were segregated as well.

"Basically the collapse of Chamberlayne under previous direction was inevitably due to lack of knowledge or experience with vocationally oriented, job-oriented types of education and training in a two-year program, or of whatever duration. Miss Leary had known this too late. It influenced her final decision," Mr. Malloy wrote.

"To eliminate some programs, to eliminate some courses, to tailor the curriculum entirely to a proper junior college curriculum was difficult, but the excellence of the Stratford curriculum was so apparent, and its approval by the school-going population was so obvious, that continuous acceptance by the school-going population was seen as assured. In the course of the next two years, all of the Stratford programs were integrated with the Chamberlayne curriculum so that students would receive college credits, and incoming students were enrolled in Chamberlayne. By 1951 Stratford School had been completely phased out."

Unfortunately, during the post-World War II period Stratford School had been caught

in a sudden change of ruling on veteran-subsidized training, with the result that the school suffered a damaging blow to its financial position.

Mr. Malloy explained, "Since most of these students were subsidized under the federal GI Bill so-called, in order to be paid for instruction and other services the Veterans Administration had to be billed. This was a standardized process. Bills were always submitted in arrears. In the beginning the government agreed to pay the catalog price for services. After a delay the Veterans Administration said that they would pay for some courses only after the school had furnished a cost analysis determined by independent accountants continued over a period of two years. Meanwhile no basis existed on which to bill.

"John J. Walsh, acting as legal counsel, assured me," Mr. Malloy continued, "that there was no alternative but to support the operation financially, and he was helpful in enabling me to borrow large weekly sums regularly over a two-year-plus period in order to meet faculty salaries, as well as the tremendous expense of the two-year cost analysis, with one or two men on the premises daily for two years. Then, when Stratford was preparing to file at the ascertained rate based on the cost analysis, the accounting firm was notified by the government that the cost figures would not be employed; the school should bill at once on the original catalog-declared price. It was evident that, under the new ruling, the disparity between cost-incurred and cost-allowed repayment figures was ruinous." The school lost $100,000 -- a very large sum of money at the time.

In order to repay the debts incurred by the school in the process of the two-year cost analysis for the Veterans Administration, at Attorney Walsh's suggestion 109 and 116 Beacon Street and 227 Marlborough Street, properties owned by Matthew and Ione Malloy,

were sold on September 8, 1949. Mr. and Mrs. Malloy were never reimbursed. Mr. Malloy was left with no income except Stratford School, which operated briefly in tandem with Chamberlayne Junior College until the merger of the two was complete. As a result Chamberlayne experienced a slow growth and weak financial position for some time.

Mr. and Mrs. Malloy, who had moved the family to 227 Marlborough Street when the Stratford School student population required more space, now moved the family to 734 Centre Street, Newton, after the sale of the Marlborough Street property.

Edward J. Davis became the school's legal counsel when Attorney Walsh, lacking the necessary time, disengaged himself from active participation in Chamberlayne's affairs. Attorney Davis suggested the sale of 128-130 Commonwealth Avenue to Chamberlayne, although there were no funds to reimburse Mr. and Mrs. Malloy. The relief from tax obligations on the two buildings, Attorney Davis advised, would make that money available to pay off the college's indebtedness. Acting on this advice, Mr. Malloy deeded 128-130 Commonwealth Avenue to Chamberlayne Junior College on December 31, 1951. Again Mr. and Mrs. Malloy were never reimbursed.

## THE NEW CHAMBERLAYNE JUNIOR COLLEGE -- 1958

"The 1950s was a time of lethargic growth, contrasted with the dynamic atmosphere of the immediate post-war Stratford period," President Malloy wrote. "The Korean War was perhaps partially responsible."

Matthew Malloy, Jr., the wartime driver for the temporary nursery school at Stratford, now a graduate of Suffolk University Law School, had been assistant to the president of Chamberlayne since 1952. In 1958 he and his friend John Dunn, an employee of International Business Machines Corporation (IBM), approached President Malloy. They conveyed to him the concern IBM felt that the rapidly expanding use of their electronic data-processing systems was creating a growing shortage of technicians capable of programming the equipment. John Dunn offered to supply all the technical information necessary in order to create an electronic data-processing technician course at the college.

### A Pioneer in Data-Processing Training

In 1958 Jack St. Clair Kilby and Robert Noyce co-invented the microchip, which would soon revolutionize data processing and computing. Chamberlayne was aware in 1958 that the age of electronic data processing and computers was dawning, that the introduction of courses in data processing offered the college a singular opportunity to excel as a pioneer. Consequently a laboratory was set up in a large basement room at 128 Commonwealth Avenue. It was furnished at first with used IBM tabulators, collators, sorters, and keypunches. Because of the huge bulk and weight of the equipment and the complexity of the electric wiring requirements, this was not a simple undertaking. Some equipment had to

be hoisted and installed by cranes. Charles Malloy, a master electrician and President Malloy's brother, wired for the equipment. As a matter of course, Charles, who expedited his electrical jobs by testing for voltage -- 110 or 220 -- with thumb and middle finger moistened on his lips, converted as well all the Chamberlayne buildings requiring changeover from direct to alternating current.

Concurrently with the lab installation, Matthew Malloy, Jr., wrote the instructional program and syllabus for the course with input from IBM and John Dunn. Admission qualifications were established. Only those high school graduates would be admitted to this program who had scored well in the aptitude test developed by the IBM Corporation. Matthew Malloy, Jr., and John Dunn, co-directors of the new evening school program, now launched a student recruitment campaign. The response was immediate. Two classes, the capacity of the laboratory, filled quickly.

The program, called simply "Wiring," was a precursor of computer programming. Initially the program consisted of a course of instruction in wiring a board. This programmed board in turn provided the instruction to an IBM 402, 403, or the advanced model 407 accounting machine, or other machines such as collators, verifiers, interpreters, and reproducing punches. In this way information contained on keypunch cards could be processed to generate, for example, a variety of accounting and business reports.

The board for the tabulator machines, in size about fourteen inches by twenty inches, contained many holes, or sockets, into which short wires with plugs on either end were inserted. These related to the circuitry within the tabulator, collator, or other machines. The data for the reports was inputted using a deck of punch cards. By changing the wiring, one could direct what kind of calculating or operations the machine would do and also how the

machine would output the results; for example, as accounting spreadsheets on a continuous-feed output form or as customer invoices.

The fact that probably no other schools, colleges, or universities anywhere offered these courses of study in a laboratory with hands-on use of equipment for students to test their newly acquired skills meant that Chamberlayne's evening school graduates from Wiring were in great demand by many of the area's universities and largest corporations, and they were quickly placed. The Massachusetts Institute of Technology and Harvard University, for example, and such leading businesses as Polaroid, General Electric, and Dewey and Almy hired many of the graduates. The technology learned in these courses was easily transferable to satisfy the needs of many of these corporations and of course was extremely relevant to their needs because the instructors were, at the same time, all employees of companies like IBM and Polaroid Corporation.

A follow-up survey of graduates several years later revealed that, as the data-processing equipment they had trained on became obsolete and employers changed to computers, most graduates had learned to program and operate computers.

"Teachers like Edward Merrill, senior systems analyst for Dewey and Almy, Chemical Division, and Merrill Simons, chief programmer for Polaroid Corporation, were absolute leaders in developing the art; they could teach it, and did so, to Chamberlayne Junior College students," President Malloy wrote.

In the fall of 1960, the college introduced courses in the 1401 computer, taught initially by Charles Wyman, systems consultant for the IBM Corporation. The curriculum was later expanded to include courses in machine language and FORTRAN initially, followed by COBOL, SPS, and other computer languages.

The Chamberlayne curriculum did not initially offer day programs in Wiring or in Computer Programming. However, because of the extensive facilities of the data-processing laboratory, Chamberlayne later utilized the lab during the day by integrating electronic data processing -- and in time computer-programming training -- into the secretarial, accounting, marketing, and natural sciences curricula of the college.

High school seniors -- among them Thomas Menino, future mayor of Boston -- quickly became aware of Chamberlayne's ability to prepare them for the dawning computer age. As "a rising tide lifts all ships," enrollment in all the programs, including the day school, soared.

In July 1962 the college installed IBM's latest model, the IBM 1620 computer. The uses for this computer included both scientific and business applications. David Robbins of IBM taught the 1620 programming courses.

Interviewed in July 1962 by a *Boston Globe* reporter about the establishment of the computer center at Chamberlayne, President Malloy told him, "Our schools and colleges must be prepared to train young men and women for the Age of Space and Automation. Our educational institutions must keep pace not only with swift-moving developments in science and technology, but also with the equipment needed to put these innovations into practice."

In 1967 the 1620 computer was replaced by the IBM System/360 Model 20, which was much larger, faster, and more flexible than the 1620. Controlled by large tape drives rather than by punch-card programs, it could rapidly input/output and store data and control programs on magnetic tape rather than on punch cards or punched paper tape.

In 1960 John Malloy, President Malloy's second oldest son, together with his friend John Boyle, had opened a diploma-granting Evening Division. Working with them on direct

mail advertising and student enrollment was another friend, Donald MacAdam. The new Evening Division offered many of Chamberlayne's day programs. However, the evening diploma-granting programs took four years to complete part-time, while a similar program in the day school required only two years, full-time. Thus many Evening Division students transferred to the day school programs, thereby helping the day school's enrollment and finances. The co-directors of the Evening Division, John Malloy and John Boyle, also assumed all the responsibility for the evening electronic Data Processing and Computer Programming courses after the permanent departure of Matthew Malloy, Jr., followed by John Dunn, in the early sixties.

In September 1964 John Malloy and John Boyle resigned in order to focus on their careers -- John Malloy in insurance, John Boyle in the law. Francis Flynn, an accounting teacher in the Melrose public schools, in turn administered the Evening Division until 1967, when it was dissolved.

The revenue from the night school had been substantial. "During a somewhat later Internal Revenue Service audit," President Malloy wrote, "an officer looking at the records expressed complete surprise that an evening operation could generate so much money for the school."

On its path to the computer age, Chamberlayne established a number of firsts-in-the-nation among junior colleges: first junior college to install an automatic data-processing laboratory with hands-on punch-card equipment for instructional purposes; first to establish a training program for electronic data-processing technicians; first to incorporate data processing into its business administration and secretarial programs; first to install a computer for hands-on instructional purposes; first to create its class schedules on electronic

data-processing equipment; and first to computerize its library catalog.

The implementation of an electronic data-processing curriculum at Chamberlayne in 1958, the birth-time of electronic data processing, is arguably the single most important reason that Chamberlayne was to become at the time the largest private junior college in the United States.

## The Sixties: Rapid Growth

George Malloy, President Malloy's third son, first worked at Chamberlayne Junior College during the summer of 1959. That year the student body was small, about fifteen seniors (second-year students) and possibly fifty first-year students. The school facilities included a classroom building at 128 Commonwealth Avenue, a women's dormitory at 130 Commonwealth Avenue, which also housed the dining facility and kitchen, and a men's dormitory at 116 Commonwealth Avenue. By September 1967 more than fourteen hundred full-time students were enrolled. Of these, 850 were resident students, living in dormitories owned and operated by the college. This expansion was achieved despite the simultaneous creation and rapid, even explosive, growth of the Massachusetts community college system. In fact Massachusetts Bay Community College was located in the immediate Back Bay area at that time. The city of Newton also funded a junior college. How did this incredible growth at Chamberlayne happen? The early computers and their counterpart, computing tabulators, together with their supporting machines, made the difference.

Direct mail to high school seniors had always been the most productive type of advertising for Chamberlayne, as it had been earlier for Stratford School. The mail pieces, promotional literature created by President Malloy, had been addressed by hand or type-

writer, hand-stuffed with postage-paid response inserts, stamped, sorted and tied, and taken to the post office. Using early telemarketing strategy, recruiters then telephoned leads from these mail-piece inserts returned to the college, then set up appointments with prospective students.

The introduction of the IBM 402 and 403 accounting machines into the technician-training classes of the college curriculum revolutionized the mailing process as the machines were adapted to marketing use on behalf of the college. The marketing lists of prospective high school graduates, previously farmed out by an administrator for laborious manual addressing, now were keypunched by the clerical personnel. An IBM card-sorting machine sorted the cards by their mailing addresses, and these punch cards were loaded in stacks into the accounting machine. An operator then fed these self-mailer direct mail pieces into the print-bar area of the accounting machine quickly -- but one at a time -- so as to print addresses directly onto them.[1] Since this adaptation took advantage of existing equipment, it was more cost-effective and permitted dramatically larger mailings than the former manual process, which had required an experienced worker six hours to hand-address five hundred envelopes and several additional hours to fold and insert the contents, then affix stamps to the envelopes.

A year later, in 1961, a thermal addressing machine, a much more efficient process -- faster and less labor-intensive -- was added to the mailing equipment. Through the thermal stamping process employed by this machine, the paper tape carrying the addresses would transfer the address from the tape to an automatically fed stream of blank mailers.[2] By this method tens of thousands of mailers could be addressed and mailed relatively quickly and at relatively low cost, as contrasted with former methods of direct mailing. The more mailers

sent, the more inquiries, and ultimately the more student enrollments.

In the earlier years throughout the 1950s, leads received through promotional efforts had been followed up by Joseph Clark, the admissions officer. He had worked many years in admissions for DeVry Technical Institute, recruiting students. By early 1961 he was not able to keep up with the telephone follow-up to inquiries. Part-time staff had to be hired to make these calls.

By 1962 Edward Collins, a schoolman with long experience in administration and counseling, had been added to the admissions staff. He became the college's full-time representative, visiting schools throughout New England and New York, promoting Chamberlayne Junior College and its programs.

Spearheading the ongoing marketing effort now was Robert Brown, the primary Chamberlayne instructor for the sales and marketing courses. He and John Malloy hired and supervised all telephone recruiters. He was heavily involved in all direct mail programs and helped to create the marketing strategy.

"Apart from direct mail," George Malloy said, "one marketing approach, used for several years, was one-column-by-one-inch advertisements in national magazines like *Good Housekeeping* and *Seventeen*. Around 1963 President Malloy, Robert Brown, and I decided to try a new and costly approach to advertising. We would purchase a full-page ad in *Seventeen* with an inserted business reply card. This was a huge expense for the college budget. Moreover, knowing of no school that had ever taken out a full-page ad in any commercial publication, we were concerned about appearing unprofessional and about a possible negative backlash.

"Excited about the possibilities, nevertheless," George Malloy said, "I asked my

award-winning advertising friend, Terry MacDonald, to write the ad. Although President Malloy wrote almost all of the advertising copy, this would be an exception. As a favor, since Terry MacDonald then worked only on major accounts with major advertisers, he agreed. The ad announced in a large banner headline: 'Sometimes the Smartest Thing a Girl Can Do is Leave Home!' Accompanying the copy under the headline was a picture of a young woman, standing suitcase in hand.

"This was the early sixties. One didn't see such advertising, especially related to schools. We were worried that parents might resent the message that their child should leave home, even though the copy simply explained in an inviting way the value of going away to college. Fortunately the response to this ad was phenomenal. Thousands of inquiry cards were returned.

"It was these and other creative, often somewhat bootstrap efforts at marketing, facilitated by the automated equipment," George Malloy said, "which led to the dramatic enrollment increases in the years between 1960 and 1967. It helped further that the sixties economically were reasonably good years."

All these additional students required many dormitories and many classrooms. In June of 1959, the entire college consisted of just three buildings: 116 and 128-130 Commonwealth Avenue. Yet by 1967 the Chamberlayne campus numbered more than forty-five buildings, six of them classroom buildings.

The key figures in the property acquisition were Matthew Malloy, Sr., and Edward J. Davis, President Malloy's close friend and attorney for the college. Ed Davis or a Malloy family member would hear about properties for sale in the Back Bay, quickly assess the property's suitability for college purposes, make an offer, and reach terms.

At that time property in the Back Bay was not highly valued. Although there were a large number of marginally profitable rooming houses, there was little demand for apartments by people who wanted to live in the city. The public had not yet been exposed to the concept of condominiums, and there were none in the Back Bay. The great migration to the suburbs was still in full swing, and that was where the interest lay. Consequently the college was able to acquire buildings. Attorney Davis, with President Malloy's support, arranged financing, and, with the financial success of the college, there was no difficulty meeting the mortgage payments. To ensure compliance for legal occupancy, Chamberlayne employed a full-time architect, Leonard Saulnier, who worked with city and state authorities, the zoning board, and neighborhood organizations.

Some of the earliest buildings acquired by the college were 21 Commonwealth Avenue for classroom use and 260-266 Commonwealth Avenue, an interconnected set of buildings with a large paneled dining room, for use as a women's dormitory. A commercial kitchen and modern recreation rooms were installed on the ground level. President Malloy's youngest son, Paul, installed the floor tile; the financial situation of the college still necessitated taking advantage of inexpensive or free, dependable family labor, when available. Within a year or two the college acquired 270 (268-272) Commonwealth Avenue and, shortly thereafter, 274 and 276 Commonwealth Avenue. This contiguous set of buildings occupied more than half a city block.

As additional classroom space was needed, on the recommendation of John Malloy, who had located the property, in 1962 Chamberlayne acquired 28 Newbury Street, formerly the American Academy of Arts and Sciences. An important feature in the rear of this building was a five-story library-stack area -- with no stacks. After the reinstallation of stack

shelving, the college library relocated here. The new state-of-the-art language laboratory was also housed in this building. The chemistry laboratory was located in the top-floor rear of 128 Commonwealth Avenue, and the biology laboratory in the top-floor rear of 130 Commonwealth Avenue, which had been converted to classroom use in 1960-61.

"Potential classroom buildings were hard to find because of the need for large rooms that would accommodate a number of students at one time," George Malloy said. "About 1964 the college had the good fortune to acquire the Burroughs building, formerly Macmillan publishers, a large, three-story office/warehouse building at the corner of Newbury and Fairfield Streets. By completely remodeling this space, we had an excellent classroom building, well situated for the students, who were spread out through the immediate Back Bay area. Here we showcased our computer and computer classrooms by moving them to the front rooms on Newbury Street. We acquired a much smaller warehouse building at 7 Harcourt Street near Copley Square in late 1965, gutting and completely remodeling it into a modern classroom facility."

The Professional Building at 270 Commonwealth Avenue, purchased in 1962, was probably Chamberlayne's most significant acquisition, aside from 128-130 Commonwealth, the original two buildings of the college, and 240 Newbury Street. A Boston landmark known in its earlier days as the Hotel Tuileries, this six-story hotel, distinguished by a magnificent limestone façade, had been built in the late 1800s. Designed by McKay and Dunham, the hotel had a beautiful lobby and a long lobby hallway of dark mahogany paneling extending to the rear. Carved mahogany pillars with ornate capitals supported the intricate, plaster-coffered ceiling. All other traces of elegance had been destroyed by previous conversion of the building to medical and dental offices.

One of the first steps taken in remodeling was to pour a concrete floor over the dirt cellar floor and convert that fairly expansive space to a modern kitchen/food preparation area and a modern dining room. A modern furnace, hot water system, and elevator were installed.

Several years later President Malloy began a favorite project, the restoration of the hotel lounge, or public room. Former owners had converted the lounge to a switchboard room for a commercial telephone-answering service, combined with a mail room for the building and a janitorial/storage area. Only a grimy vestige of the lounge's original grandeur remained.

"Working with architect Leonard Saulnier, Mr. Malloy arranged to have the pilasters, capitals, moldings, doors, and windows duplicated, rebuilt, or restored by master carpenters and ornamental plasterworkers. A beautiful oak parquet floor was installed, as well as spectacular chandeliers and wall sconces. Ornate period draperies were made and hung. He then selected architecturally appropriate Louis XIV reproduction furniture and mirrors, traveling to New York to meet with specialty suppliers. Finally an oversize Persian rug was installed, purchased on the college's behalf by his daughter Ione on a trip to that region. The room came to be known as the Parents' Lounge," George Malloy related.

Although the acquisition of the Harcourt Street property completed the expansion for classroom space, the college afterwards acquired several additional dormitories. At the maximum growth point of the college, the dormitories stretched primarily up and down Commonwealth Avenue from the Public Garden to the area just beyond Massachusetts Avenue, with a few scattered dormitories on Beacon, Marlborough, Clarendon, Fairfield, and Hereford Streets.

"Needless to say, this number of buildings with all of the students led periodically and

persistently to problems with the neighbors," George Malloy said. "President Malloy was relatively adept at defusing the anger of any complainant, while the Dean of Students for men, Salvatore Russo, or Dean of Students for women, Dr. Clara Thurber, and their staff dealt with the underlying problem. Keenly aware of the need to maintain good rapport with the neighbors, particularly with the Neighborhood Association of the Back Bay, Mr. Malloy made certain to become a member of the association and to support its activities. He was effective in speaking with other members and satisfying them that their concerns would be addressed. He had for instance a friendly relationship with Sidney Rabb, founder of Stop and Shop, who lived next door to a dormitory and would call Mr. Malloy whenever the students were noisy."

A key factor in the rapid development of Chamberlayne Junior College, despite the nearly skeletal administrative staff -- the only kind of staff the college could afford in the growth mode -- was the early and widespread use of data-processing equipment, including the computer, in the management of key areas of organization. The computer facilitated what otherwise would have been a logistical nightmare for the small administrative staff: the registration of students and scheduling of classes in buildings spread over many city blocks of the Back Bay. In addition, the computer was used for payroll; for student billing and accounts receivable; for student grade reports and students' master academic records, including computation of grade point averages. "These were uses to which the computer had not yet been adapted in most organizations, including other junior colleges and most businesses. Almost indispensable now, computers were quite uncommon then," George Malloy said.

"When I was a senior at the Amos Tuck School of Business at Dartmouth College in

1962, the college had only a relatively ineffective computer controlled by a cumbersome punched paper tape (not punch cards), very much smaller and less flexible than the relatively small one at Chamberlayne Junior College, and Dartmouth was using it only for minor office applications. There was no mention of computers in the business courses, nor was use of computers or computer applications included in any of the course work at the Tuck School. For example, I had written a marketing paper as part of my study of the substantial direct mail program of Transitron Corporation. In the paper I had suggested that the company could benefit from the use of a computer in addressing the direct mail. The only comment of the professor on the paper related to that recommendation: 'Too expensive!' Of course, within a very short time such use of computers was widespread.

"By contrast, Matthew Malloy, Jr., with John Dunn, had begun scheduling classes using punch-card equipment in early 1958. In fact the computer had become such an integral part of the administration at Chamberlayne that the imminent resignation of the two key data processors and of our scheduler was an on-going problem," George Malloy said. "Since Chamberlayne's salary schedule was then more toward the lower end of the market, we were always in fear of losing these highly skilled, key people. One of the math teachers, a bit eccentric, took advantage of our need by making more and more demands on the administration until his demands finally exceeded our fear of losing him."

## A Computerized Library Book Catalog

The development of a computerized library book catalog became one of President Malloy's priorities and also a favorite project. In February 1968 the computer-printed, twenty-seven-hundred-page catalog of the Chamberlayne library's entire holding of twenty-

five thousand books was produced. "Although commonplace now in all libraries, at the time of publication, as far as I know and as far as we then knew," George Malloy said, "this was the only one of its kind to be undertaken by any junior college."

"The whole idea," President Malloy summarized, "is to have a convenient, accessible catalog: a useful reference tool that students and faculty can use anytime -- not just when they happen to be in the library." He added, "We're proud to be trend-setters. It's a role we're used to -- but which we still thoroughly enjoy."

To prepare for the computerized card catalog was a huge undertaking for a small college. Several very experienced librarians, among them Elizabeth Wright and Margaret Heaps, worked on the project for more than three years. All the books had to be converted from the old Dewey Decimal to the easier-to-work-with Library of Congress classification system. Then a computer database containing the necessary information for catalog production had to be established by keypunching catalog data from existing records and, after careful review for errors, creating a library master file on magnetic tape from that data.

The catalog, which took the place of almost thirty cubic feet of file cards, was automatically printed by Chamberlayne's IBM System/360 computer in a three-volume set of indexes: by author, title, and subject. The catalog indexes could be easily updated and reprinted by the computer before the start of each semester and made available to teachers and students in the college offices and dormitories, as well as in the library.

International Business Machines Corporation at the time was so impressed by the effort and result that they printed and distributed a user's Application Brief, entitled *Library Book Catalog Production with a System/360 Model 25 at Chamberlayne Junior College* -- a system description of the library catalog, of how it was developed and how it operated. Such

publications were disseminated by IBM to encourage and help other users to share valuable ideas. In the Introduction to the Application Brief, President Malloy concluded, "We have been continually and progressively more pleased with the results of our decision."

## Curriculum and Faculty

Curriculum and faculty had been the direct responsibility and concern of President Matthew Malloy until his friend of many years, Dr. Nathaniel J. Hasenfus, retired from his teaching and administrative positions in the Boston Public Schools and joined the Chamberlayne staff as vice-president and academic dean in the mid-sixties. Dr. Hasenfus then assumed the responsibility for faculty, curriculum, and academic affairs for the student body, working with and reporting to the president.

The programs of study in the early 1960s included Liberal Arts; General College; Technical, with a major in Electronics or in Computer Technology; Data Processing; Art and Interior Design; Fashion Design and Illustration; Secretarial -- Executive, Medical, and Legal; Retail Merchandising; Business Administration with a major in Accounting; and Business Management with a major in Marketing or a major in Advertising and Sales. In the early and mid-sixties, the largest enrollment was in the business programs. As early as 1961 at least, data processing courses were integrated into all business programs. Salvatore Russo, department head as well as president of the Data Processing Management Association of Massachusetts, formed a chapter of the association at the college, providing the students with a valuable link to the data processing business community. Next largest in enrollment were the secretarial programs, followed in decreasing numbers probably by Art and Interior Design, Retail Merchandising, Fashion Design and Illustration, Liberal Arts, General

College, and Technical. The Technical program, preparing students for such occupations as electronics technician, was always small and attracted few students.

Robert Brown served as the department head for Marketing; Francis X. Cronin, for Advertising and Sales; Salvatore Russo, the Dean of Students for men, for Data Processing. In the Liberal Arts program, the key faculty members were initially Paul Kiley, followed by Thomas Flynn, both excellent English teachers, admired by the students. Rosemarie Cellucci was department head for Retail Merchandising; Arnold Trachtman and afterwards Herbert T. Anderson, for Fine and Applied Arts.

The interior design program was always reasonably popular with the students, but, until Herbert Anderson and his associate, Dwight Carter, arrived in 1967, it had little of the stature that it has today. Herbert Anderson had won a scholarship to the Harvard Graduate School of Design for a hypothetical national museum project and traveled to Europe two years later to study architecture at the École des Beaux-Arts in Paris. He served as vice-president and director of the Paine Furniture Company in Boston from 1933 to 1967. "Long before the term 'life style' became familiar ad-speak, Andy was developing furniture promotions keyed to varied life-style themes. Paine's windows were the talk of the town. I remember one, a bedroom for a bachelor prizefighter, that stopped traffic," Alfred E. Smith, a Chamberlayne faculty member, recalled. A "foolish" policy caused his retirement from the Paine Furniture Company at age sixty-five, but "Herbert Anderson was just warming up!"

Herbert Anderson began his career at Chamberlayne teaching an evening course in the Department of Fine and Applied Arts. He soon was appointed chairman of that department, and his second career had begun. Interior design at that time was a part of the Department of Fine and Applied Arts and was not accredited by the American Society of

Interior Designers (ASID), who accredit interior design programs in colleges, universities, and schools in general. Herbert Anderson was instrumental in professionalizing the program and in getting that accreditation.

With the support of the administration, Herbert Anderson revised the entire curriculum. "I made it more architectural," he said. "Most schools were focusing on interior decoration. We went for design and construction."

"He was head of the applied arts area when the interior design program was not a separate major. He separated it out," Maria Vitagliano said, "as a major apart from the fashion design and at that time advertising design, which is now graphic design." He remained director of both the applied arts and interior design departments.

Mr. Anderson hired working professionals in interior design as faculty members, many of whom were contacts from his years at Paine Furniture Company; fourteen of the sixteen faculty were professionals in their field. Dwight Carter, for example, was a professional interior designer who ran his own business.[1] Under Mr. Anderson's direction Chamberlayne soon became a member of the American Institute of Decorators (AID), later to become the American Society of Interior Designers.

In 1972 Chamberlayne Junior College was approved by the Massachusetts Board of Higher Education to grant the degrees of associate in applied science and honorary associate in applied science.

In 1975 Chamberlayne's two-year paraprofessional Interior Design program received accreditation by FIDER (Foundation for Interior Design Education Research). In 1979 Herbert Anderson introduced the three-year Professional Certificate program at Chamberlayne. Students who completed this program received the associate in applied science degree

after two years and were awarded a professional certificate at the end of the third year. Graduates qualified as beginning professional interior designers and consultants and, upon submission of transcripts, were granted automatic membership in the American Society of Interior Designers. The quality of the program attracted many older and hard-working students, already graduates of other colleges. In 1984 this three-year Professional Certificate program received accreditation by FIDER, making Chamberlayne one of only ten colleges in the country to receive this honor.

Herbert Anderson started the "Talking T-Square," a monthly newsletter that told about current events in the Interior Design Department, what was going on, activities that students should attend, guest speakers, faculty accomplishments, new techniques in business. He started a forum and would invite speakers from the interior design field so that the students could hear what they had to say and could meet them in order to develop a network. He encouraged students to get involved in work at the Boston Design Center. He started the student chapter of ASID at Chamberlayne, which became one of the largest and strongest student chapters, and he encouraged students to network by going to ASID functions. He knew that interior design is a business requiring considerable networking.

Herbert Anderson put Chamberlayne in the strong forefront. "At conferences Chamberlayne was always well represented. I spoke as a keynote speaker at the Student Career Day conference in 1984, an event held in March in Boston for interior design students from all over the Northeast," Saira Austin, faculty member, said.

"He brought in Bernard Goba, the architect, to work with students for their thesis project. Bernie would work with students for a whole year. The students literally had to produce a thesis to get their certificate," Maria Vitagliano, faculty member, recalled.

He had students constantly submitting for various design competitions judged by prestigious professional interior designers. Students were given a problem and had a certain amount of time to come up with a solution to a panel of judges. They always won. He called the students his "stars."

Herbert Anderson worked for the love of it. He had the time; his children were grown. "The school became his child," Saira Austin said.

"Mr. Anderson was at the college four or five days a week, morning to night. He was a constant presence in the classrooms, always asking questions about what the students were doing, what they were learning. He was interested in your teaching life, your personal life, classroom projects," Saira Austin said. "There was constant feedback. I had been at Harvard, and I was new to the different type of student at this school -- an applied arts student. Along with Maria Vitagliano and other faculty members, he helped train me to teach the applied arts student. I remember his advising me about what was appropriate for the interior design students to know professionally. He hired me without my having advanced degrees because he was interested in what I had to teach, and he mentored me."

"He didn't care just about ASID; he cared about being a professional always," Joanne Sims, faculty member, said. "He had personal standards about being on time, about presenting yourself in a certain way, running classes a certain way. He cared about everything at the college, not just his programs.

"I came in as someone new on the staff, and I remember he would take me for a 'ham and cheese sandwich' on Thursday afternoons at his favorite deli, and he would say, 'How are you, Miss Joanne? How are you this week?' and we would start chatting, and then he would get down to serious business and talk to you about how things were going in the classroom --

how to present yourself, what to say to a student. He really mentored us."

"Mr. Anderson's biggest achievement, other than the three-year program, was making Chamberlayne a star in the Northeast. It was the place to go. We had a fantastic, extremely professional program. People went to Chamberlayne rather than to the Rhode Island School of Design," Saira Austin said.

In the area of retailing, the Chamberlain School of Retailing in the Back Bay provided some direct competition. The retailing school had been founded in 1927 by Elsie K. Chamberlain, the fashion editor of the *Boston Herald*, at the request of downtown merchants who wanted trained personnel for their stores, and the school survived until 1988, when the building was sold for condominiums. The coexistence of two similar programs in schools with similar names had prompted Miss Leary to emphasize the difference in the Fiftieth Anniversary catalog of Chamberlayne Junior College in 1942: "Since there are two schools in Boston bearing a similar name -- the one ChamberLAYNE; the other Chamber-LAIN -- the attention of the reader is called to the fact that the present catalogue is being sent from CHAMBERLAYNE."

Mary Troy, program director of the Fashion Merchandising and Marketing program at Mount Ida College, had been curriculum coordinator and instructor at the Chamberlain School when it was located at 90 Marlborough Street. As a student and later curriculum coordinator and instructor at the school until 1986, she had met or worked with all three directors: Elsie Chamberlain, Muriel Cox, and Hilda Noones Saul. It was through the director Muriel Cox that she first met Herbert Anderson because Miss Cox and he were both active members of FIDA, as well as of other organizations promoting interior design, and Chamberlain retailing students interned at Paine's Furniture Store.

## Sports

Intercollegiate athletics became a part, early on, of the Chamberlayne program. The Musicians' Mutual Relief Society building at 56 St. Botolph Street was leased, maintained, and used by Chamberlayne for sports, including basketball. In 1960 Peter Delmonico was hired as the basketball coach. In the spring a baseball coach, Nick Vertullo, was hired and a team formed. About 1963 Jim Power, a stronger, more experienced basketball coach, signed on and was appointed director of athletics. Chamberlayne Junior College teams, the Hawks, became a force to be reckoned with in the local junior college and small college circuit.

## Student Unrest

"One of the smaller but more traumatic milestones, about 1965," George Malloy recalled, "was the large and noisy demonstration on the Commonwealth Avenue Mall by the resident students, demanding improvements and changes in our food service. After President Malloy and Dean Russo had met with student leaders and listened to their concerns, a decision was made to engage a professional food service company. Proposals were solicited from a number of firms and reviewed. From these they selected the restaurant management group of Treadway Inns, which operated the highly regarded Publick House in Sturbridge, Massachusetts, as well as some other college food services. We were able to work out an arrangement retaining trusted and experienced managers of our prior staff -- Loretta Eldridge and Douglas Holcomb -- while changing many other staff, as well as policies and procedures."

This student demonstration about food was a harbinger of the violence and disorder that were soon to sweep over the nation's campuses. The National Commission on the

Causes and Prevention of Violence, chaired by Dr. Milton S. Eisenhower, was established. On June 9, 1969, the commission issued an "Interim Statement on Campus Disorder." The commission declared in part, "Our colleges and universities cannot perform their vital functions in an atmosphere that exalts the struggle for power over the search for truth, the rule of passion over the rule of reason, physical confrontation over rational discourse."

To the faculty members of Chamberlayne Junior College, President Malloy wrote on December 4, 1969: "The institution undertakes to conduct a program which has been agreed upon with individual students and, almost without exception, their respective parents. It is bound to utilize whatever means are appropriate to fulfill this commitment. To do otherwise is to be derelict in responsibility."

**George Malloy**

George Malloy worked at Chamberlayne Junior College from June 1959 to June 1962, except for a period of eighteen months when he was earning an MBA degree at Dartmouth's Amos Tuck School of Business Administration. In June 1962 he continued full-time as assistant to the president, changing to part-time status between September 1967 and September 1969 in order to pursue a doctorate in higher education administration. As assistant to President Malloy, his primary responsibility was for the business functions, including the business office, data processing, personnel (human resources), college development and promotion, management and maintenance of all buildings, development of policies and procedures college-wide; in addition he assisted the president on a regular basis in all other areas of college management and development. In September 1969 George Malloy left to work as a systems analyst at Key Data Corporation and subsequently as

laboratory administrator, then as an assistant vice-president of Brigham and Women's Hospital.

President Malloy said emphatically of his son, "He went down into the trenches."

George Malloy later reflected on his years at Chamberlayne. He said, "One of the things that enabled Chamberlayne Junior College to make such a huge expansion with such a small staff in such a short period of time was not just that President Malloy and I worked six days a week with little or no vacation and for small salaries, but that the Malloy family labor was often enlisted for a variety of tasks with little or no compensation. During summer school vacations in the early days before the advent of the computer, the family had been primarily responsible for putting out the promotional mailings to high school graduates.

"Matthew Malloy, Jr., working nights at General Electric, had paid for the IBM equipment and its installation in the data processing laboratory in 1958. Reimbursement had always been postponed.

"Incredible as it may seem, all of the electrical work for all of the buildings during the fifties and sixties was executed by President Malloy's brother Charles Malloy. Whenever he was called -- at night, on weekends, at the end of his regular workday, anytime -- Charles would come in, ready and willing to do any electrical work he was called on to do -- emergencies, regular maintenance, even the very large projects such as rewiring the newly acquired 240 Newbury Street and 270 Commonwealth Avenue. Even his wife, Stella, would sometimes come in and help clean dormitories for the September school opening. As the college became more financially secure, Charles was eventually reimbursed, but at a level significantly lower than the prevailing rate for a master electrician; for much of his work he was never paid. It was these sacrifices that helped keep expenses low, leaving more money

in the operating funds for the expansion of the college."

In 1965, preparatory to the implementation of a computer-generated student academic record at Chamberlayne, George Malloy had initiated a review of records in the registration office. As part of this process he determined that Stratford School records should be examined and relevant ancillary documents, such as course outlines and syllabi, compared. To ensure complete accuracy, he asked Mrs. Malloy to direct the operation because she had been familiar with Stratford records, as well as with curricula to which they related, since 1937. Mrs. Malloy returned to work on the project until it was completed. She was paid as a part-time clerk, going on the payroll for the first time. When the specific job was completed, she left permanently.

## RETRENCHING -- 1973

"At the time George Malloy left Chamberlayne, the so-called student unrest, which became evident as activism or even violence in some places, resulted in the conclusion on the part of many students nationwide that dormitory living under rules and regulations was inappropriate for young adults. Students began electing to find their own living quarters," President Malloy wrote.

"In early 1970 evidence appeared that enrollment was declining. Despite efforts to reverse the trend, it continued. The decrease in dormitory population was even greater," he wrote. Among causes for the decline in enrollment, he identified "the tremendous increase in public college and university capacity, particularly in New York, New Jersey, and Pennsylvania, from which Chamberlayne had drawn heavily, including open admission policies in many states; very great reluctance of parents, because of notoriety given to urban violence, to permit sons, and especially daughters, to live in Boston; and a decline in the number of college-age individuals" -- partly because of the armed services draft for the Vietnam War.

"The last residence building purchased by the college was 373 Commonwealth Avenue, when full-time student enrollment exceeded fourteen hundred. In the fall of 1973, only slightly more than six hundred full-time students were enrolled, resulting in a proportionately reduced revenue," President Malloy wrote. As the enrollment fell, less and less of the real estate held by the college was utilized. The cost of carrying excess buildings imposed "a great and growing financial burden on the college," he continued. In past years there had been considerable opportunity to sell real estate, but now there was less. The stock market, which had begun a bear-market decline in September 1973, continued to decline and

would eventually lose 42.6 percent of its value by September 1974, the largest drop since the Great Depression. At the same time, the inflation rate rose to twelve percent. "The academic year of 1973-74 was expected to present problems of a critical nature, and expectations were substantially realized," President Malloy wrote.

"I talked with Mr. Davis, attorney for Chamberlayne, and told him that the situation required the disposal of some buildings, since the cost of carrying them unused was not possible to meet.

"Attorney Edward J. Davis, acting for the college, chose to borrow money on the real estate, although mortgage money was hard to get and expensive. He was confident that the equity in so many excellent buildings was a guarantee against uncontrollable events. He also felt that much repair and/or decorative work should be done in a number of buildings, this with the intention of making them more attractive to students, should they come to live there, or to prospective mortgagees and purchasers, if any such appeared," he wrote.

In early December Attorney Davis obtained another mortgage on a Chamberlayne property. "Although much work was done, no buildings were sold at calendar year's end, 1973," President Malloy wrote.

More disheartening news, in December Mr. Davis suffered a stroke and lapsed into a coma. His nephew, Kevin P. Curry, Esquire, a trustee of Chamberlayne and secretary of the board, agreed to assume care and responsibility for various financial matters.

On Monday, February 18, 1974, President Malloy called a meeting of the board of trustees in order to discuss the "survival of Chamberlayne." Trustees who attended were Judge Robert Gardiner Wilson, Jr., Dr. Nathaniel Hasenfus, Louis Tracy, and Kevin Curry. Also present were John Hall, CPA, an external auditor for Chamberlayne during the past

fifteen years; Sid Kallman, bursar; Thomas May, a lawyer and part-time assistant district attorney for Norfolk County, who had been hired the previous summer to work in student recruitment; and "a guest," President Malloy's son Paul. President Malloy told the assembled that the survival of the college was possible, according to a plan he had formulated for reducing staff, borrowing money, and selling off excess buildings.

The sale of the college's real estate properties was a step he and the college's attorney, Edward J. Davis, before his illness, had been reluctant to take until they were "absolutely sure that we would not be using them." He said, "We went to great pains, great trouble, and great expense to have these buildings approved for school purposes. Meanwhile, legislation was passed which made it impossible for anyone to get a change in occupancy for buildings not previously available legally for this purpose. So we didn't want to go down that one-way street.

"It is a one-way street because they erected barriers of laws behind us as we went."

President Malloy told the board, "At one point the Department of Education wrote a report that I was a strong president. I took it that they meant that I could stand up to a situation." The crisis, though not welcome, would be resolved, he said.

President Malloy, together with his son Paul, had already begun negotiations in mid-January with an appraiser, Gerard A. Wingersky, to have several properties photographed and their value appraised for sale: 63, 148, and 298 Commonwealth Avenue, and 177 Beacon Street.

Attorney Davis, meanwhile, had been recuperating at home from the stroke. On March 6, 1974, Attorney Davis, with his nephew, Kevin Curry, called a meeting of the board of trustees. President Malloy related that Mr. Davis "began at once to talk of a certain

statement I had made at a previous meeting, saying that the value of the real estate was not less, as I had suggested, but at least ten million, as valued by a knowledgeable realtor. His reference was to George Breen, who was present, and who is a member of a Boston real estate firm.

"He went on to say that he had made arrangements for an unsecured loan of $450,000," President Malloy related. The purpose of the loan, according to George Breen, was to support the college for a "period of turn-around" until surplus properties could be sold.

At the meeting Attorney Davis also proposed a motion to set up an administrative committee of the board of trustees, consisting of himself, Kevin Curry, and George Breen, who would have single and complete authority to manage the business affairs of the school. In addition Kevin Curry would be given sole authority to sign checks. "By his motion, Mr. Davis sought to appropriate from President Malloy all of his power as the president and as the treasurer of the school, and to receive by delegation of the Board of Trustees all of its power and authority and concentrate it in the hands of himself and his nephew and the Trustee whom he had appointed and controlled, George Breen," the college's lawyer J. Owen Todd would later argue in court.

Attorney Davis's motion never came to a vote. Paul Malloy, a lawyer and then a part-time assistant district attorney for Norfolk County, was again attending the meeting at his father's request. It was only by Paul Malloy's threat of a special stockholders' meeting, to be held that afternoon in the president's office, that the motion was tabled.

Paul Malloy said, "As attorney for Matthew Malloy, what is being presented here by this past motion is nothing, in my opinion, but an attempt to usurp the power of the

presidency and treasurer of this corporation, and *that* Mr. Malloy will in no way stand by and let happen, and he advises you, Gentlemen, that you should be forewarned and well apprised of the situation that you may be allowing yourselves to be involved in if you vote for that motion. And at this time, Mr. Malloy will vote that that motion present before you be postponed until after the stockholders' meeting at four o'clock today." Matthew J. Malloy and Ione W. Malloy were of course the sole owners of the one hundred shares of stock granted under the Massachusetts charter.

On that same day, March 6, 1974, Attorney Davis called the appraiser Gerard A. Wingersky. Countermanding President Malloy's directive, he ordered Mr. Wingersky to "stop" his appraisal of Chamberlayne school property. Mr. Davis thus frustrated President Malloy's effort to establish the fair market value of surplus college property for a sale.

"Since that time," President Malloy wrote, "I deemed it necessary for my interests and the interest of the college, as I saw it, that Mr. Paul Malloy be active as arbitrator between myself and other administrators of the college, Messrs. Curry and Davis. It was subsequently agreed that we -- Matthew J. Malloy, Paul Malloy, Francis X. Cronin, Thomas May (by now Director of Admissions), his recruiting associate James Scannell, Sidney Kallman, and others -- would work together with Mr. Curry to solve the college's problems. Mr. Curry was to have responsibility for disposing of the excess realty and obtaining necessary interim financing, and I and the others, for the conduct of the college in all other administrative and educational functions. There is little question this method was working extremely well, and morale, which had previously receded, returned."

Until mid-July 1974 President Malloy believed that Kevin Curry would support this administrative reorganization. In mid-July, however, Kevin Curry disposed of a $150,000

insurance reimbursement settlement on a damaged building, paying off mortgage loans and bank credit; the money, however, bypassed the treasurer's control. In not securing President Malloy's approval and signature, Kevin Curry disregarded Mr. Malloy's obligation as treasurer to oversee the corporate funds and financial records of the college.

Then on August 8, 1974, President Malloy received a letter from Kevin Curry, "freezing tuition deposits -- money paid by students or prospective students in anticipation of full entrance or re-entrance -- and requiring that such money should not be used before September and the return of students."

Finally, on August 9, 1974, Matthew J. Malloy and Ione W. Malloy, stockholders of the corporation, called a meeting of the stockholders and elected new trustees to replace the existing board, the new trustees being Matthew J. Malloy, Ione W. Malloy, and Paul F. Malloy. Subsequently the new trustees held a meeting on the same day, August 9, 1974. They elected Matthew J. Malloy president of Chamberlayne, Paul F. Malloy vice-president, and terminated the services of Edward J. Davis and Kevin P. Curry as attorneys for the school. They voted unanimously that the Board of Higher Education be so notified.

On August 20, 1974, Attorney Edward J. Davis called a meeting of the dismissed Chamberlayne trustees to his office at 50 Congress Street, Boston. They thereupon voted to remove Matthew J. Malloy as a trustee, treasurer, and president of Chamberlayne, although in violation of the by-laws of the corporation, which gave the shareholders exclusive right to appoint and remove trustees and to appoint the treasurer of the corporation. Present and voting were Gardiner Wilson, Jr.; Paul J. Liacos, Esquire; George I. Breen; John E. Kerrigan; Louis Tracy; Kevin P. Curry, Esquire. In their behalf on August 22, 1974, Attorney Edward J. Davis filed Complaint 1291 in the Suffolk Superior Court: *Robert Gardiner Wilson, Jr. et*

*al. vs. Matthew J. Malloy et al.* Not attending or participating were trustees John J. Walsh, Esquire and Nathaniel J. Hasenfus.

"Having fired the board of trustees," Paul Malloy said, "and anticipating the force of their challenge, I knew we would have to be represented by a law firm with clout. Tom May, who was friendly with J. Owen Todd of the law firm Hale and Dorr, recommended him. We decided to go with Owen Todd.

"After reviewing the financial affairs of the college with the school's accountant, John Hall, I also knew that we would have to seek Chapter XI protection to survive," Paul Malloy said. He narrated what followed.

On September 26, 1974, Attorney J. Owen Todd filed complaint 1941, *Chamberlayne School and Chamberlayne Junior College vs. Robert Gardiner Wilson, Jr. et al.*, in the Suffolk Superior Court in response to Attorney Davis's earlier challenge. Also on that date he filed a Voluntary Petition under Chapter XI of the Bankruptcy Act in the United States District Court, as well as a restraining order enjoining the commencement or continuation of any other court proceeding against Chamberlayne.

"About this time a special meeting of the board of trustees was called. I was elected president of the college, and Father was elected chancellor," Paul Malloy said.

"Chapter XI reorganization required downsizing the faculty and personnel and campus to accommodate the decreased enrollment and, at the same time, to bring spending under control and reconfigure the campus without losing accreditation," he continued.

"John Hall was appointed comptroller by the court, and all expenditures had to be approved by him. I reduced the salary of the president by half in order to keep Tom May in recruiting. If I hadn't, that would have ended recruiting.

"It was clear to me that we would save a core group of buildings and sell the remainder in order to reduce the college's liabilities and attempt to obtain funds to pay hostile creditors at the Chapter XI proceedings. It was also clear to me that the buildings to be preserved were 128 and 130 Commonwealth Avenue for administration offices and classrooms; 264, 266, and 270 Commonwealth Avenue for dormitories; and 240 Newbury Street for classrooms and library.

"One of the biggest concerns was moving the Chamberlayne library from 28 Newbury Street to 240 Newbury Street, for fear it might precipitate the withdrawal of degree-granting privileges by the Massachusetts Board of Higher Education.

"At the same time that we were consolidating, Tom May and Jim Scannel were devising strategies to recruit minority students under a federal grant, filling the classrooms and dormitories. That was the extra boost we needed to survive Chapter XI."

On May 21, 1976, Civil Action Number 1941 (which had been consolidated with Number 1291) was dismissed without prejudice. Paul J. Liacos had removed himself from the suit because he had received an appointment as associate justice of the Supreme Judicial Court for the Commonwealth.

"Things looked good. Father indicated that he would like to resume control of the school. I resigned the presidency to him," Paul Malloy said, "effective December 31, 1975."

President Matthew Malloy concluded, "For about six years after acceptance of the Plan of Arrangement with creditors, Chamberlayne finances required that great diligence be employed to ensure that the cost of operation was no greater than its revenues, which had been seriously affected by the events preceding, subsequent to, and including Chapter 11 Plan of Arrangement involvement."

On April 24, 1980, Civil Action 1941 was finally dismissed. By then, most of the litigants who had filed the original law suit either were deceased or had withdrawn from the case. The entire proceedings in the bankruptcy court eventually filled two large boxes, Case No. 74-1589-G.

## The Chamberlayne Theatre Company

In 1975 Daniel Roberto, assistant professor in the Humanities Department, formed a Chamberlayne student theatre company at 264 Commonwealth Avenue in the old "chapel" of the student residence -- a first-floor room decorated around its perimeter with twelve angels and two ornamental niches. Clearing the room, now stacked to the ceiling with bedsprings, mattresses, and desks from buildings sold in the Chapter 11 proceedings, required massive effort. The first tryouts were conducted in a very small open space, a platform at the front of the room -- what must have been at one time the chapel altar.

The theatre featured a section of "reserved tables up front for faculty 'dignitaries' willing to donate a small fee. It gave the theatre a real cabaret-type feel," Dan Roberto said, "but we had no way to stagger the seating, so many of the patrons did not have very good sight lines for the show."

George Abbott's *Broadway* was the first production of the new Chamberlayne theatre. "As far as I could determine, we were the first company anywhere to produce the play since its run ended in 1928, shortly before the stock market crash ushered in the Great Depression, and people lost interest in shows which celebrated the wild life on the Great White Way," Dan Roberto said. Not long after the November 1975 performance by the Chamberlayne student actors, *Broadway* had a pre-New York revival run in Boston, and the entire

Chamberlayne cast obtained free tickets for the show by offering the management "some of our gorgeous advertising posters, which by the way were far classier than the ones used by the 'real' production." George Abbott himself, then about eighty-eight years old, attended the opening night performance at the Colonial Theatre in downtown Boston.

"Our next production was Lanford Wilson's *Hot L Baltimore*, about a seedy Baltimore hotel and the weird types who inhabited it -- a perfect vehicle for eccentric college students. After that we produced Neil Simon's *Prisoner of Second Avenue*; the old classic *Harvey*, about a man who has an intimate relation with a six-foot white rabbit that no one else can see; and a series of one-act plays directed by students, including *Lemonade*, about two suburban women who one day decide to sell lemonade in front of their house, an act from *Hedda Gabbler*, and a scene from Edward Albee's *The American Dream.* In subsequent seasons, through 1985, the theatre produced Thornton Wilder's *The Skin of Our Teeth*, Samuel Beckett's *Waiting for Godot*, and a French bedroom farce, *In One Bed.* One show that seemed to be a favorite of almost anyone who saw it was *David and Lisa*, about two young inmates of a mental institution who manage to find a way of expressing their neuroses to each other -- perfect material for a young college audience." One of the few musicals the theatre company performed was *You're a Good Man, Charlie Brown*, adapted from *Peanuts*, the comic strip by Charles Schultz.

"We felt that our theatre had come full circle. In medieval times theatres were abandoned and used as the site of burgeoning churches; we had transformed a previously sacred space into an equally sacred place where the ritual of human drama helped to transform and enlighten lives."

## COYNE ENGINEERING AND ELECTRICAL SCHOOL -- 1979

In 1979 Francis J. Hickey, a banker and President Malloy's friend, upon retirement offered to sell his successful Coyne Engineering and Electrical School at 100 Massachusetts Avenue, Boston, to Chamberlayne. Coyne, a private school established in 1896, specialized in training men and women for skilled work in the electrical field. President Malloy agreed. To prepare for the transition to a degree-granting institution, Coyne registered no first-year students in 1979 but fulfilled its obligation to teach second-year returning students its own program to completion without disruption. In June 1980 the Coyne school was transferred to Chamberlayne Junior College and an appropriate academic curriculum developed.

"This was typical of President Malloy's philosophy," George Malloy wrote, "that two-year colleges had an important role and responsibility in providing education that was relevant to community needs and would provide entry to worthwhile occupations for the graduates. This philosophy is held relatively widely today but was not so common in the educational community in the earlier years."

## MERGER: CHAMBERLAYNE JUNIOR COLLEGE AND MOUNT IDA COLLEGE -- 1987

The faculty, curricula, and student body of Chamberlayne Junior College were merged with Mount Ida College in Newton, effective January 1987. The assets of Chamberlayne Junior College became the endowment for the Stratford Foundation, a new foundation with an educational mission, including the awarding of grants for educational purposes in eastern Massachusetts. The Chamberlayne faculty and curricula continue as an important part of Mount Ida College.

## MATTHEW J. MALLOY: IN MEMORIAM

Matthew J. Malloy was diagnosed with lung cancer in October of 1987 and died two months later. During that time he was unwell but not in pain and took no morphine. "Longevity is all" and "You're a long time dead" had been two of his personal energizing maxims. Near the end he said, "I'm anxious to go beyond."

The night before he died, from his bed in St. Elizabeth's Hospital, Boston, he insisted on a party with ginger ale, since no beer was available; asked for a song but settled for a tape of Vivaldi; proposed a toast -- three "Hip, hip, hoorays" -- for his daughter Patricia; and talked until he was tired. He wished everyone a long and happy life and said, "I will not be here in the morning." He died early the next morning, December 2, 1987. He died as he had lived, with courage and panache.

Malloy Hall and Chamberlayne Hall at Mount Ida College commemorate his life and his work.

## CHRONOLOGY

1892 Catharine Jane Chamberlayne founds Miss Chamberlayne's School for Girls in the Back Bay, Boston.

1920 Bertha K. Filkins becomes principal upon the death of her aunt, Miss Chamberlayne. She changes the name to The Chamberlayne School for Girls.

1932 The Leary sisters, Theresa and Anna, acquire the school from Bertha K. Filkins. Theresa becomes director, Anna becomes associate director.

1937 Matthew J. Malloy founds Stratford School in the Back Bay.

1939 Chamberlayne is granted a charter to be known as The Chamberlayne School and Chamberlayne Junior College -- the first junior college in Boston.

1942 Theresa Leary suspends Chamberlayne at the end of the 1941-42 school year for the duration of World War II. She remains president of the closed institution. Anna Leary dies in September 1943.

1947 Matthew J. Malloy acquires Chamberlayne School and Chamberlayne Junior College from Theresa Leary. He becomes president and commences the merger of Stratford School with Chamberlayne, while operating both institutions in tandem.

1951 The merger of The Chamberlayne School and Chamberlayne Junior College with Stratford School is complete. Stratford School has been phased out.

1979 Coyne Engineering and Electrical School merges with Chamberlayne.

1987 The Chamberlayne School and Chamberlayne Junior College merges with Mount Ida College. Matthew J. Malloy dies in December 1987.

1988 Ground-breaking commences for Malloy Hall and Chamberlayne Hall at Mount Ida College.

## NOTES

### **Chamberlayne School and Chamberlayne Junior College: 1920-1947**, Page 7

1. This material on the "reorganization and management" of the Chamberlayne School and Chamberlayne Junior College by the Leary sisters, Theresa and Anna, during the 1930s and early 1940s is taken from Theresa Leary's Alumna Biographical File in the Radcliffe Archives, Radcliffe Institute for Advanced Study at Harvard University.

### **Early Years**, Page 15

1. From July 1935 on, "at least one student of Robert Morris School of Business procured employment on the average of one student every twenty-four hours." (From a 1936 official school document)

### **The Sixties: Rapid Growth**, Page 38

1. These *self-mailer* direct mail pieces were called self-mailers because the mailer already contained an attached reply card. The postage was now prepaid via printed permit indicia, a change that eliminated the old manual application of stamps.

2. This tape of addresses had initially been created by feeding the blank and continuous thermal paper tape through the 403 or 407 accounting machine holding the punch cards with the recipients' addresses. The machine printed the addresses on the tape that could then be fed into the thermal automatic addressing machine.

### **Curriculum and Faculty**, Page 49

1. Herbert Anderson's comments on his career at Chamberlayne are taken from an unsigned article in the *Chamberlayne Alumni Bulletin*, Spring 1984.

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# PRESIDENTS AND NAME CHANGES

Miss Catharine Jane Chamberlayne
Founder and Principal
1892-1920

MISS CHAMBERLAYNE'S SCHOOL FOR GIRLS

Miss Bertha K. Filkins
Principal
1920-1932

THE CHAMBERLAYNE SCHOOL FOR GIRLS

Miss Theresa G. Leary
President, 1932-1942
President Emeritus, 1942-1947

THE CHAMBERLAYNE SCHOOL AND CHAMBERLAYNE JUNIOR COLLEGE

Miss Chamberlayne's School for Girls, Number 28 The Fenway. (1914 - 1915 school catalog.)

Foyer of Miss Chamberlayne's School for Girls, Number 28 The Fenway. (1914 - 1915 school catalog.)

# Chamberlayne

SCHOOL AND JUNIOR COLLEGE

ESTABLISHED 1892

229 COMMONWEALTH AVENUE, BOSTON

SUMMARY OF INCOME & EXPENSE 1934 through 1941

Figures are for Dec.31 in each year)

| | 1934 | 1935 | 1936 | 1937 |
|---|---|---|---|---|
| Income: | $ 4,625.00 | $5,703.00 | $8,138.00 | $14,355.00 |
| Expenses: | | | $8,348.00 | $13,631.78 |
| | | | $ 256.50 | $ 723.22 |

| | 1938 | 1939 | 1940 | 1941 |
|---|---|---|---|---|
| Income: | $13,516.50 | $13,881.20 | [redacted] | $ 21,435.45 |
| Expenses: | 12,579.49 | $13,881.20 | $18,272.22 | 21,072.05 |
| | $ 931.01 | $ 57.30 | $986.43 | $ 363.40 |

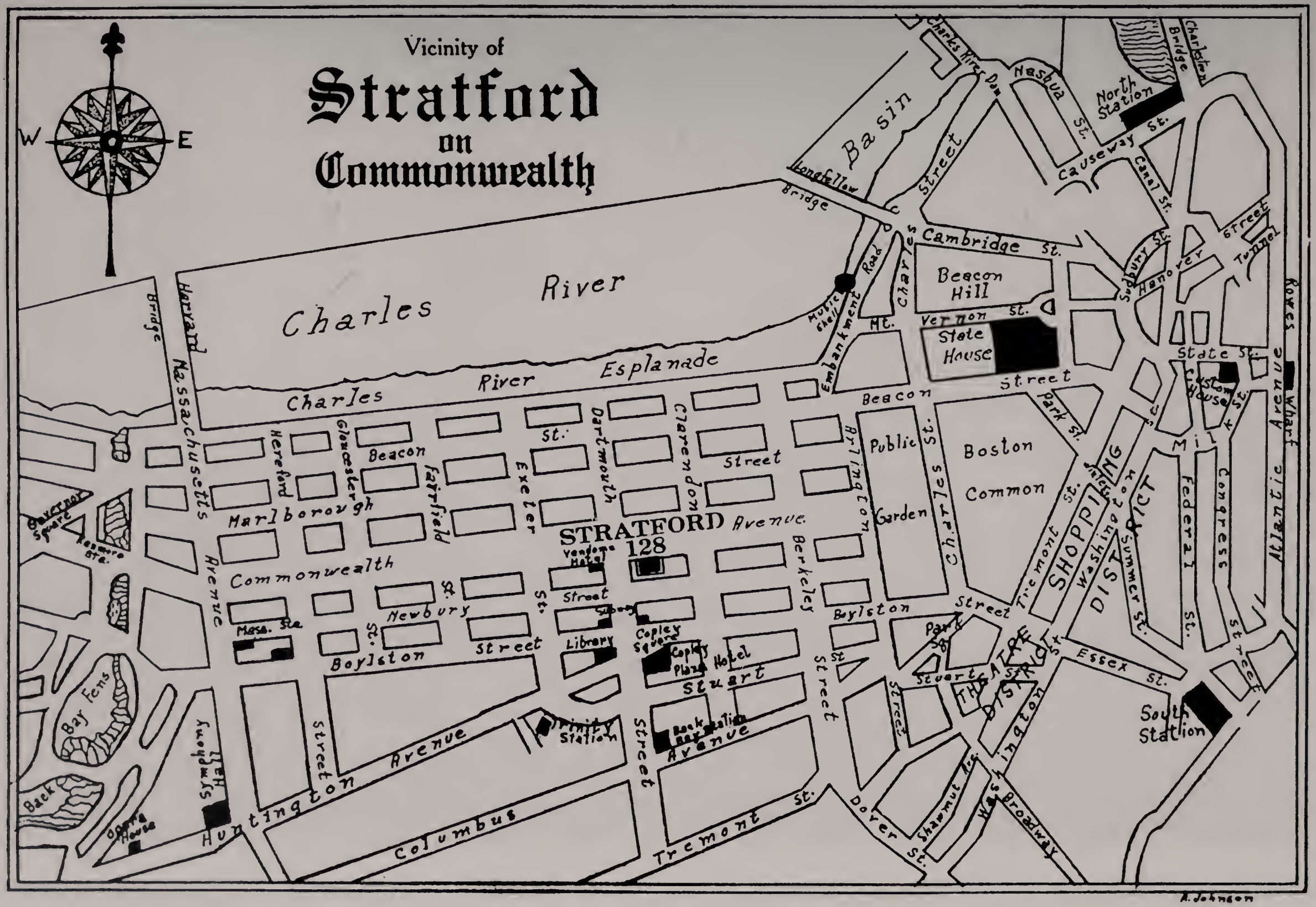
From June,1822to June 1935 the school was conducted by contract with Miss Bertha Filkins,therefore-the expenses were divided as was the income. Miss Filkins received all f es for board and room, and ½ of alltuiton receipts up to $2000.00 and ½ of all tuition receipts over that sum. Miss Leary paid all expenses for advertising,promotion,and faculty.

Commencing in June 1935, Miss Leary assumed all responsibility due to Miss Filkins withdrawal.

In 1[illegible]iss Filkins received $3,450.00 out of the $4,675.00
[illegible], room & board
[illegible].00

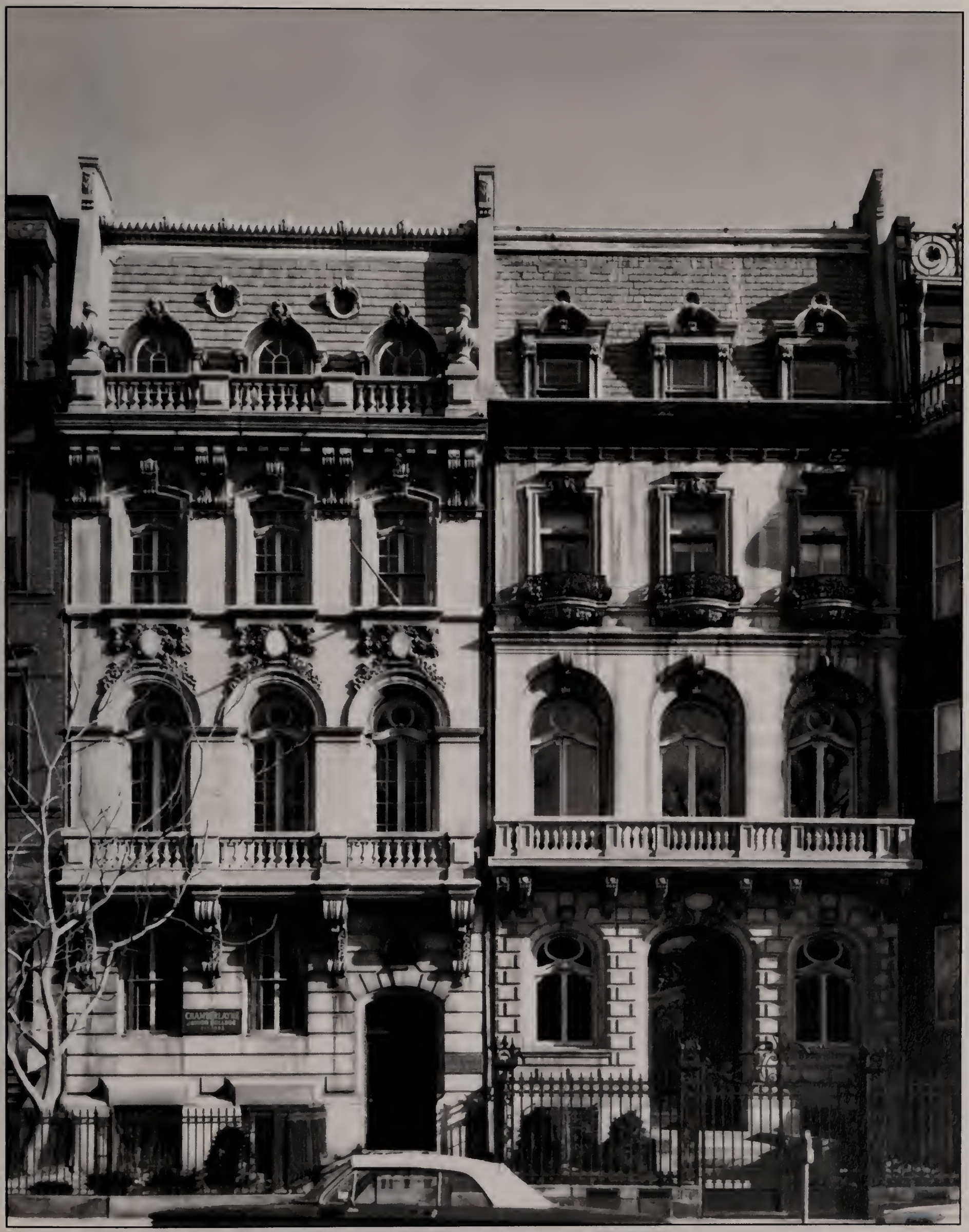
"Cooperative projects are often planned by the students of Costume Construction and Design."
(*Chamberlayne* -- Fiftieth Anniversary catalog.)

Copyright, 1938




Stratford School in the Back Bay, 1938. (School catalog.)

Office of Faculty and Administrative Staff, Stratford School. President Matthew Malloy is at his desk, center; Nathaniel J. Hasenfus is seated to his right. *Others, left to right*: Grace Maloney, Edward O'Callahan, Rita Le Roy. (School catalog, ca. 1940.)



128-130 Commonwealth Avenue, Back Bay address of Stratford School, later merged with Chamberlayne Junior College

Officers' Dance in the Hotel Statler, Boston, hosted by Stratford School on March 3, 1945. Mary Lima (Schroeder) "was very successful as social director," Mr. Malloy recalled. She is pictured in the center front row, wearing a black dress with a white flower in her hair. (Photograph courtesy of Mrs. Richard Schroeder.)

"Meet Miss Hancock - Symbol of New England's Insurance City"

Joan Dike, student at Chamberlayne Junior College, September 25, 1949

Mrs. Sumner Whittier pours at a tea given by Chamberlayne Junior College to ladies of the Greater Boston Chamber of Commerce, January 1953. Mrs. Matthew Malloy is at the top left.

Automatic data-processing laboratory established by Matthew Malloy, Jr., and John Dunn at Chamberlayne in 1958, a first-in-the-nation among junior colleges. Matthew Malloy, Jr., at right, instructs a student.

Friends James F. Grady and Matthew J. Malloy at Commencement Exercises, May 24, 1964. James Grady, director of the Executive Development Program, Center for Technology and Administration at American University in Washington, D.C., gave the commencement address, "The Challenge of the Age of Automation." Now retired from the foreign service, he told the students that part of his "re-Americanization" schedule each time he returned on leave from overseas duty was "to visit 128 Commonwealth Avenue and to chat with President Malloy about developments in the field of education generally and at Chamberlayne particularly."

A Chamberlayne Junior College Commencement Ceremony at the Hynes Auditorium, Boston, ca. 1965

President Malloy and Daughter Ione outside the Chakri Throne Hall, Bangkok, Thailand

His Majesty King Bhumibol Adulyadej and Her Majesty Queen Sirikit met in a private audience with members of the IAUP (International Association of University Presidents) attending the seventh Triennial Conference held in Thailand, July 1-6, 1984.

During one of the sessions Mr. Malloy commented, "I'm too old to take notes."

On Wednesday, July 4, a choice from four perspectives of Thailand was offered to IAUP conference participants: Floating Market and Rose Garden; River Kwai and Rose Garden; Refugee Camp; or Grand Palace, Museum and Important Temples. President Malloy chose to visit a border refugee camp for Cambodians. (Photograph by the author.)

"Author Ione Malloy with her father, Matthew, in their Centre Street home"

This photograph accompanies a book review by Kevin C. Kennedy of *Southie Won't Go* on November 26, 1986. (Courtesy of the *Waltham News Tribune.*)

Matthew J. Malloy died on December 2, 1987. Kevin Kennedy wrote, "He struck me as quite the 'grand old man,' and a distinguished representative of another, possibly more genteel, era."

"He had the best poker face of anyone I ever knew," said his lawyer J. Owen Todd.

Ground-breaking for Malloy Hall and Chamberlayne Hall at Mount Ida College on March 18, 1988. *Left to right:* George F. Malloy, president of the Stratford Foundation, and Dr. Bryan E. Carlson, president of Mount Ida College.